

**RELATION OF
COMMUNITY BUSINESS NEEDS TO
HIGH SCHOOL COMMERCIAL PROGRAM**

REX TOOTHMAN







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**RELATION OF
COMMUNITY BUSINESS NEEDS TO
HIGH SCHOOL COMMERCIAL PROGRAM**

REX TOOTHMAN

Submitted in partial fulfillment

of the requirements for the degree

of Master of Arts

in the Graduate School of

Florida Southern College

INSTITUTION OF
COMMUNITY BUSINESS WORKS TO
HIGH SCHOOL COMMERCIAL PROGRAM

NEW YORK

Submitted in partial fulfillment
of the requirements for the degree
of Master of Arts
in the Graduate School of
Florida Southern College

1948

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Dr. C. L. Murray, Florida Southern College

Dr. Thomas J. Wagner, Florida Southern College

Prof. Donald A. Thompson, Florida Southern College

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Miss Edith Mayfield, Librarian, Bowling Green
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Mr. E. G. Whitney, Secretary, Lakeland Chamber of
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Dr. Carl S. Cox, Supervising Principal, Lakeland
City Schools

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Dr. J. L. Harman, Past President, Bowling Green
College of Commerce
Mr. E. J. Whitney, Secretary, Lakeland Chapter of
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Miss Patricia Howell, Secretary, Lakeland Chapter
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CHAPTER I

THE PROBLEM

The purpose in this investigation is to show the relation of the business needs of the community to the high school commercial program.

Specific problems. The specific problems involved in this investigation are outlined as follows:

1. To point out the deficiencies in the operation of the high school commercial program now in existence in meeting the needs of the community.

2. To show the responsibility of the commercial teacher in helping to develop a commercial school program which will adequately meet the needs of the community.

3. To show the responsibility of the administrator in helping to develop a commercial school program that will adequately meet the needs of the community.

4. To prove that the local businessmen have a definite responsibility in helping to develop the commercial

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IV. SUMMARY AND CONCLUSIONS

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school program to meet the community business needs.

2. To use the questionnaire method (questionnaire procedure) to find out from commercial teachers, administrators, and businessmen in the City of Jacksonville, Florida, what they consider to be the outstanding curriculum deficiencies, upon which should be placed the responsibility for these deficiencies.

CHAPTER I

THE PROBLEM that they suggest could be done to remedy these deficiencies, and what procedures

The purpose in this investigation is to show the relation of the business needs of the community to the high school commercial program.

To point out the cooperative efforts of

Specific problems: The specific problems involved in this investigation are outlined as follows:

1. To point out the deficiencies in the curriculum of the high school commercial program now in existence in meeting the needs of the community.

2. To show the responsibility of the commercial teacher in helping to develop a commercial school program which will adequately meet the needs of the community.

3. To show the responsibility of the administrator in helping to develop a commercial school program that will adequately meet the needs of the community.

4. To prove that the local businessman has a definite responsibility in helping to develop the commercial program, bookkeeping, salesmanship, consumer education,

CHAPTER I

THE PROBLEM

The purpose in this investigation is to show the relation of the business needs of the community to the high school commercial program.

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in this investigation are outlined as follows:

1. To point out the deficiencies in the curriculum of the high school commercial program now in existence in meeting the needs of the community.
2. To show the responsibility of the commercial teacher in helping to develop a commercial school program which will adequately meet the needs of the community.
3. To show the responsibility of the administrator in helping to develop a commercial school program that will adequately meet the needs of the community.
4. To prove that the local businessman has a definite responsibility in helping to develop the commercial

school program to meet the community business needs.

5. To use the normative-survey method (interview procedure) to find out from commercial teachers, administrators, and businessmen in the City of Lakeland, Florida, what they consider to be the outstanding curriculum deficiencies, upon whose shoulders they place the responsibility for those deficiencies, what they suggest could be done to remedy those deficiencies, and what procedures they would suggest to better high school-businessman relationships.

6. To point out what the cooperative efforts of all three groups might do in effecting a worth-while commercial program in the high school.

7. To suggest curriculum adjustments which might help the school in meeting community business needs.

Definition of terms used. The following terms will be used in the development of the thesis and are defined as follows:

1. High school commercial program: The course of study offered in the high school, ostensibly to those students who plan to enter into some occupational pursuit in the business world, and consisting as a general rule of some combination of typewriting, shorthand, business English, bookkeeping, salesmanship, consumer education,

school program to meet the community business needs.
 5. To use the normative-survey method (interview
 procedure) to find out how commercial business firms
 first, and business in the City of Detroit, Michigan,
 what they consider to be the outstanding business
 education, upon which they rely as the basis for
 ability for those businesses, and what they would
 done to remedy those deficiencies, and what a business
 they would suggest to help in a business training school
 in Detroit.

6. To point out what the cooperative effort of
 all three groups might do in effecting a new business com-
 mercial program in the City school.

7. To suggest curriculum adjustments which might
 help the school in meeting community business needs.

Definition of terms used. The following terms

will be used in the development of the study and are
 defined as follows:

1. High school commercial program. The course of
 study offered in the high school, especially to those
 students who plan to enter into some occupational pursuit
 in the business world, and consisting as a general rule
 of some combination of typewriting, shorthand, bookkeeping,
 English, bookkeeping, salesmanship, consumer education,

business arithmetic, and stenography.

2. The community: That particular section from which the students of a particular high school are gathered and into which they are dispatched to seek employment after their schooling is ended.

3. Diversified Cooperative Training (D. C. T.): A course of study used in Florida high schools in which students attend classes in the morning and hold down approved part-time jobs in the afternoon.

Delimitations. References to books and periodicals will be made only from those publications which have been published in the last decade. This problem is a current one, having come to attention of educators as an indirect result of World War II; subsequently, literature which is not current would be of little research value in solving this particular problem.

Much has been said and written of late on the intricate inter-relationships of business and education. The development of this problem will be confined, however, to the particular relationship of community business needs and the high school. Since the investigator is a high school teacher, no further explanation for this delimitation seems necessary.

business enterprise, and technology.

3. The community. The community is the

which the students of a particular school are a part of, and into which they are expected to contribute. The school is a part of the community.

4. Division of labor. The division of labor is the

division of labor is the division of labor in the school. The school is a part of the community, and the division of labor is the division of labor in the school.

Division of labor. The division of labor is the

division of labor is the division of labor in the school. The school is a part of the community, and the division of labor is the division of labor in the school. This division of labor is the division of labor in the school.

There has been said and will be said in the future

the development of the school. The school is a part of the community, and the development of the school is the development of the school.

and the high school. The high school is a part of the

school system, and the high school is a part of the

school system.

Basic hypotheses. This thesis will be developed on the basis of these three basic hypotheses:

1. The failure of the high school commercial program to meet adequately the business needs of the community is not the sole responsibility of either the commercial teacher, the administrator, or the businessman.

2. The development of a high school commercial program which does adequately meet the needs of the community is the joint responsibility of the commercial teacher, administrator, and businessman.

3. The success of the program depends upon the ability of the commercial teacher, administrator, and businessman to work cooperatively toward a common goal.

The need for the study. The time has come for greater cooperation between men in business and leaders in the field of education. To eliminate the present unsatisfactory conditions, it is necessary that anyone having anything to do with preparing young people for the business world and with employing them after graduation be willing to do his part. Business, industry, the school, and the community should all be concerned in organizing programs for the purpose of working in closer cooperation with each other. As this spirit of cooperation grows, each will understand more clearly the responsibilities of the other

Joint Responsibility

On the basis of the above, it is suggested that the following points be considered:

1. The nature of the joint responsibility is not the same as the individual responsibility of the individual. It is not the sole responsibility of the individual, but a shared responsibility between the individual and the community, the school, the family, and the state.
2. The concept of joint responsibility is not a new one. It has been known for many years, but it has not been fully developed. It is the joint responsibility of the individual, the community, the school, the family, and the state.

3. The concept of joint responsibility is not a new one. It has been known for many years, but it has not been fully developed. It is the joint responsibility of the individual, the community, the school, the family, and the state.

The Need for Joint Responsibility

Greater cooperation is needed in the field of education. The individual, the community, the school, the family, and the state must all work together to provide the best possible education for the child. The individual must be responsible for his own education, but he must also be responsible for the education of the community, the school, the family, and the state. The community must be responsible for the education of the individual, but it must also be responsible for the education of the school, the family, and the state. The school must be responsible for the education of the individual, but it must also be responsible for the education of the community, the family, and the state. The family must be responsible for the education of the individual, but it must also be responsible for the education of the community, the school, and the state. The state must be responsible for the education of the individual, but it must also be responsible for the education of the community, the school, and the family.

in developing programs which will increase the employing of the high school graduate in the business field. To help in bringing about this objective, this particular study was chosen.

Related literature. "The aim of education should be to assist each individual to do better the more desirable things that he is most likely to do anyway," wrote Briggs.¹ To this aim most straight-thinking educators and citizens subscribe, if they believe that education should help each boy and girl to live more efficiently and happily now and for the remainder of his life.

If the desire of the student is to get a vocational business education, the high school should be concerned with preparing him for a job that the community might be able to offer him after he graduates from high school. On the other hand, if the desire of the student is to get a general business education, then the high school performs a slightly different function. This student must learn to understand, to appreciate, and to perform intelligently the basic business functions, irrespective of the particular occupation followed.

Vocational business education is concerned primarily with the preparation of students for jobs. Thus the objective of vocational business education is preparation

1. Thomas H. Briggs, Improving Instruction, p. 17.

for gainful employment in a particular occupation. Basic business education is that area of business education which contributes to the general education of all learners.

It should be open to all pupils and should deal strictly with the personal-social and consumer problems in our

economic life. Paul Muse says¹ that the two areas are related and that basic business education is essential background for vocational business education. However, for various administrative and pedagogical reasons, the two areas should not be mixed or fused.

The idea of making a study of business and industrial needs in various communities with a view to applying the findings to public school instruction is rapidly coming into common usage. Much publicity has been focused on the "flying classroom" sponsored by Professor Horn at Michigan State College last summer.² Using airplanes as their principal means of transportation, the Michigan principals and superintendents in Professor Horn's class rode their flying classroom to Chicago, Washington, Philadelphia, and New York. From more than 150 businessmen, the educators asked advice on how to

- City of Washington. Chapter VI will consist of
1. Paul F. Muse, "Principals and Curriculum Construction in Business Education," The American Business Education Yearbook, (1947), p. 50.
 2. "How Business Can Help," Newsweek, (August 11, 1947), p. 85.

make their instruction more practical and reported back some very interesting findings. Of course all approaches to the problem of finding the needs of business cannot be made in such an ideal manner, but even so the results should prove equally interesting.

Procedure in treating data. An examination of the

source materials on this subject reveals that much has been written by administrators, teachers, and businessmen concerning what needs to be done to set up a commercial school program which meets the needs of the community. In these articles and books the blame is placed on various and sundry groups--the teacher blames the administrator, the businessman blames the teacher, the administrator blames the businessman, etc. In developing this thesis, the intent is to prove that the responsibility is three-fold and to show the extent to which each one of the three groups is concerned is involved.

Chapters I-IV will be devoted to research from current books and magazines which is theoretical in nature.

In Chapter V this research will be applied to analyzing the problems evolving from the community business needs of the City of Lakeland, Florida. Chapter VI will consist of the summary and conclusions.

1. Louis Kaplan, "New Horizons in Teacher-Community Relationships," *Journal of Educational Sociology*, (March 1948), p. 417.

make their investigation more practical and reported back some very interesting findings. Of course all attempts to the problem of finding the needs of business cannot be made in such an ideal manner, but even so the results should prove equally in revealing.

Problems in Existing Data. An examination of the source materials on this subject has led to the conclusion that written by manufacturers, economists, and educational authorities that needs to be done to help in the development of a program which meets the needs of the community. In this section and books the literature is based on various studies and groups--the teacher himself the educational field, the businessman himself and teacher, the educational field, the businessman, etc. In developing this thesis, the intent is to prove that the responsibility is three-fold and to show the extent to which each one of the three groups concerned is involved.

Chapter I-IV will be devoted to research from current books and magazines which is theoretical in nature. In Chapter V this research will be applied to analyzing the problems evolving from the community business needs of the City of Lakeland, Florida. Chapter VI will consist of the summary and conclusions.

CHAPTER II

THE BUSINESS EDUCATION TEACHER'S RESPONSIBILITY

Much disagreement is evident among educators as to what the function of the teacher is in the wider classroom of American life. In this day, when the citizens of the world are proving themselves ineffectual in creating a unity of heart among the nations, more and more men of vision are turning to education as the sole hope and the only ultimate path toward enduring world peace. If this be truly the function of education, then we must once again examine the obligation of teachers to society, and particularly to that element of society in which education is functioning, the local community.

Introduction. Kaplan declares¹ that when we examine the attempts to define the nature of the teacher's obligations, two diametrically opposed points of view appear:

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1. Louis Kaplan, "New Horizons in Teacher-Community Relationships," Journal of Educational Sociology, (March 1948), p. 417.

[illegible]

Introduction, 1941-1942, 1943-1944, 1945-1946, 1947-1948, 1949-1950, 1951-1952, 1953-1954, 1955-1956, 1957-1958, 1959-1960, 1961-1962, 1963-1964, 1965-1966, 1967-1968, 1969-1970, 1971-1972, 1973-1974, 1975-1976, 1977-1978, 1979-1980, 1981-1982, 1983-1984, 1985-1986, 1987-1988, 1989-1990, 1991-1992, 1993-1994, 1995-1996, 1997-1998, 1999-2000, 2001-2002, 2003-2004, 2005-2006, 2007-2008, 2009-2010, 2011-2012, 2013-2014, 2015-2016, 2017-2018, 2019-2020, 2021-2022, 2023-2024, 2025-2026, 2027-2028, 2029-2030, 2031-2032, 2033-2034, 2035-2036, 2037-2038, 2039-2040, 2041-2042, 2043-2044, 2045-2046, 2047-2048, 2049-2050, 2051-2052, 2053-2054, 2055-2056, 2057-2058, 2059-2060, 2061-2062, 2063-2064, 2065-2066, 2067-2068, 2069-2070, 2071-2072, 2073-2074, 2075-2076, 2077-2078, 2079-2080, 2081-2082, 2083-2084, 2085-2086, 2087-2088, 2089-2090, 2091-2092, 2093-2094, 2095-2096, 2097-2098, 2099-2100, 2101-2102, 2103-2104, 2105-2106, 2107-2108, 2109-2110, 2111-2112, 2113-2114, 2115-2116, 2117-2118, 2119-2120, 2121-2122, 2123-2124, 2125-2126, 2127-2128, 2129-2130, 2131-2132, 2133-2134, 2135-2136, 2137-2138, 2139-2140, 2141-2142, 2143-2144, 2145-2146, 2147-2148, 2149-2150, 2151-2152, 2153-2154, 2155-2156, 2157-2158, 2159-2160, 2161-2162, 2163-2164, 2165-2166, 2167-2168, 2169-2170, 2171-2172, 2173-2174, 2175-2176, 2177-2178, 2179-2180, 2181-2182, 2183-2184, 2185-2186, 2187-2188, 2189-2190, 2191-2192, 2193-2194, 2195-2196, 2197-2198, 2199-2200, 2201-2202, 2203-2204, 2205-2206, 2207-2208, 2209-2210, 2211-2212, 2213-2214, 2215-2216, 2217-2218, 2219-2220, 2221-2222, 2223-2224, 2225-2226, 2227-2228, 2229-2230, 2231-2232, 2233-2234, 2235-2236, 2237-2238, 2239-2240, 2241-2242, 2243-2244, 2245-2246, 2247-2248, 2249-2250, 2251-2252, 2253-2254, 2255-2256, 2257-2258, 2259-2260, 2261-2262, 2263-2264, 2265-2266, 2267-2268, 2269-2270, 2271-2272, 2273-2274, 2275-2276, 2277-2278, 2279-2280, 2281-2282, 2283-2284, 2285-2286, 2287-2288, 2289-2290, 2291-2292, 2293-2294, 2295-2296, 2297-2298, 2299-2300, 2301-2302, 2303-2304, 2305-2306, 2307-2308, 2309-2310, 2311-2312, 2313-2314, 2315-2316, 2317-2318, 2319-2320, 2321-2322, 2323-2324, 2325-2326, 2327-2328, 2329-2330, 2331-2332, 2333-2334, 2335-2336, 2337-2338, 2339-2340, 2341-2342, 2343-2344, 2345-2346, 2347-2348, 2349-2350, 2351-2352, 2353-2354, 2355-2356, 2357-2358, 2359-2360, 2361-2362, 2363-2364, 2365-2366, 2367-2368, 2369-2370, 2371-2372, 2373-2374, 2375-2376, 2377-2378, 2379-2380, 2381-2382, 2383-2384, 2385-2386, 2387-2388, 2389-2390, 2391-2392, 2393-2394, 2395-2396, 2397-2398, 2399-2400, 2401-2402, 2403-2404, 2405-2406, 2407-2408, 2409-2410, 2411-2412, 2413-2414, 2415-2416, 2417-2418, 2419-2420, 2421-2422, 2423-2424, 2425-2426, 2427-2428, 2429-2430, 2431-2432, 2433-2434, 2435-2436, 2437-2438, 2439-2440, 2441-2442, 2443-2444, 2445-2446, 2447-2448, 2449-2450, 2451-2452, 2453-2454, 2455-2456, 2457-2458, 2459-2460, 2461-2462, 2463-2464, 2465-2466, 2467-2468, 2469-2470, 2471-2472, 2473-2474, 2475-2476, 2477-2478, 2479-2480, 2481-2482, 2483-2484, 2485-2486, 2487-2488, 2489-2490, 2491-2492, 2493-2494, 2495-2496, 2497-2498, 2499-2500, 2501-2502, 2503-2504, 2505-2506, 2507-2508, 2509-2510, 2511-2512, 2513-2514, 2515-2516, 2517-2518, 2519-2520, 2521-2522, 2523-2524, 2525-2526, 2527-2528, 2529-2530, 2531-2532, 2533-2534, 2535-2536, 2537-2538, 2539-2540, 2541-2542, 2543-2544, 2545-2546, 2547-2548, 2549-2550, 2551-2552, 2553-2554, 2555-2556, 2557-2558, 2559-2560, 2561-2562, 2563-2564, 2565-2566, 2567-2568, 2569-2570, 2571-2572, 2573-2574, 2575-2576, 2577-2578, 2579-2580, 2581-2582, 2583-2584, 2585-2586, 2587-2588, 2589-2590, 2591-2592, 2593-2594, 2595-2596, 2597-2598, 2599-2600, 2601-2602, 2603-2604, 2605-2606, 2607-2608, 2609-2610, 2611-2612, 2613-2614, 2615-2616, 2617-2618, 2619-2620, 2621-2622, 2623-2624, 2625-2626, 2627-2628, 2629-2630, 2631-2632, 2633-2634, 2635-2636, 2637-2638, 2639-2640, 2641-2642, 2643-2644, 2645-2646, 2647-2648, 2649-2650, 2651-2652, 2653-2654, 2655-2656, 2657-2658, 2659-2660, 2661-2662, 2663-2664, 2665-2666, 2667-2668, 2669-2670, 2671-2672, 2673-2674, 2675-2676, 2677-2678, 2679-2680, 2681-2682, 2683-2684,

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1. "New Horizon" magazine, published by the
International Association of Women's Clubs,
New York City.

On the one hand there are those who think that a teacher's duty is solely to teach, that his function is that of perpetuating the institutions and social patterns that exist today. This concept holds that the proper sphere of activity of the teacher is his classroom, and the proper subjects of instruction are those aspects of the cultural heritage which have been proved and standardized. The traditional conception is that the teacher can best serve the community by preserving intact in each generation those values and behavior patterns held by the previous generations.

Another and more daring group of thinkers deplore this static conception of the teacher's function. This group demands that teachers break with the bonds of the past, that they back up the lines of their power and exert their influence by building in each community a strong and vital cell of a functional democracy.

Teachers who seek to effect no changes, who wish to do nothing more socially significant than to fill out the records neatly, to follow the prescribed course of study, and otherwise lead a safe and respectable life, are undoubtedly antagonizing no one. If this is truly the social function of a teacher in the schools of a democracy, then there need be no question of teacher-community relationships. All will remain secure and happy in their

[illegible]

isolation from reality. All, that is, except those who truly appreciate the social significance of teaching.

If teachers are to take the lead in promoting issues that education must foster, then they must understand that a community is not a unified political organization, nor even a definite geographical area. The community is, rather, a group of people with a common purpose--a living growing thing. The teacher cannot deal with a community of a single thought because no such thing exists. Therefore, Kaplan tells us,¹ the teacher must be a partisan. He must align himself with a group because a community is an aggregate of groups, and he must give direction to the growth of this group.

As programs of curriculum reorganization multiply in serious attempts of school systems to improve their service to all American youth, teachers should feel a challenge to consider their part in the important movement. Considerable discussion and some disagreement have been evident among eminent educators about the responsibility of the teacher in the curriculum development.

Keily thinks² that some of the disagreement is due to a failure to distinguish clearly between the terms

1. Ibid., p. 418.

2. Helen J. Keily, "Responsibility of the Teacher," American Business Education Yearbook (1947), p. 87.

isolation from reality. All that is needed is to
 truly appreciate the social significance of learning.
 It is essential to take the time to learn
 issues that education has today, and to understand
 stand that a community is not a static, isolated entity
 nation, but even a different people living in the same
 unity is, however, a group of people who are
 possess a living, growing culture. The learning process
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 must be a process. It must allow the individual to
 because a community is an organism that is alive and
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 due to a failure to distinguish clearly between the terms

1. Ibid., p. 118.
 2. Helen J. Kelly, "Responsibility of the Teacher,"
American Business Education Yearbook (1957), p. 107.

"curriculum" and "course of study." The broad scope of curriculum development often involves many years of work and includes a thorough consideration of the educational needs and resources of a community. That any teacher should or could be omitted from participation in the broad concept of curriculum development as thus conceived would be absurd. On the other hand, it would also be absurd to suggest that every teacher in any system could have a personal part in the specialized and technical task of the actual writing of courses of study.

Revision of the business curriculum should be based upon results of community surveys and preliminary studies in which every competent business education teacher has had an opportunity to take part. Kelly¹ is of the opinion that when new try-out courses are introduced, they should be taught, insofar as possible, by experienced teachers who are not opposed to change. Less experienced teachers should later, under helpful guidance, be given an opportunity also to do try-out work and evaluate the results of learning.

In any system, there may be teachers, experienced and inexperienced, young and old, who will have to be "sold" on the program by a demonstration of more direct

1. Ibid., p. 90.

learning.

It is also to do his own work and evaluate the results of
should learn, not only to learn, but also to evaluate and
who are not opposed to change. When a person is faced with
be taught, in order to be able to express his opinion of
that when new things come, the person should be able to
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revision of the business curriculum should be to
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and inexperienced, young and old, who will have to be
"sold" on the grounds of a government of more direct

methods or improved results. They may wish to be given more direct methods or improved results and wish to be given complete courses of study to follow. The re-education of such teachers is an important part of the entire program. One of the happiest outcomes may be changes in the attitude and philosophy of some of the participating personnel.

All evidence shows that if the schools are to meet the challenge of the world's need, then teachers must leave the safety of their classrooms and venture out into the community and into the strife and conflict of the marketplace where the nation's destiny is being cast and fashioned.

Business experience. The teacher should have a good understanding of the principles and practices of business gained from a study of business subjects and practical business experience.

Successful business experience is one of the most helpful qualifications of the business teacher. Business teachers who have this qualification can train students for positions which they themselves can satisfactorily fill. The instructional standards, instead of being based on a normal distributive curve or the average achievement of the class, are based on occupational employment standards insofar as such standards are known.

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action of such teachers is an important part of the
program. Of the present situation, it is clear that
the attitude and philosophy of some of the personnel
personnel.

All evidence that is given in the school is a
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leave the safety of their children and the future of
the community and the nation. It is not a matter of
marketplace where the results are being seen and
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ards insofar as such standards are known.

Occupational business experience also gives the teacher that professional poise and satisfaction which comes from mastery, which inspires confidence of the student, and which provides a strong incentive for individual student achievement. Moreover, such experience enables the teacher to earn the respect and support of businessmen, teaching associates, and school administrators.

Business experience, as well as professional experience, should be kept current. The introduction of various makes of business machines and equipment, the increasing specialization of labor, and the application of principles of scientific management are continually bringing forth better organization and performance of workers in business. Hence, subject matter and instructional standards based on business practices and requirements of ten years ago may now be obsolete. Likewise, results of educational research are making obsolescent certain teaching methods and techniques which ten years ago may have been considered modern.

Long comments¹ that just any kind of experience is the same as no experience at all. Experience as a stenographer would be of little value to the teacher of book-keeping and accounting and vice versa. Experience as a

1. Robert C. Long, "The Successful Business Teacher," Journal of Business Education, (January 1948), p. 23.

[illegible]

1. "The United States is a free country and we are proud of it."
2. "The United States is a free country and we are proud of it."
3. "The United States is a free country and we are proud of it."
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9. "The United States is a free country and we are proud of it."
10. "The United States is a free country and we are proud of it."

clerical worker would be of small benefit to the teacher of shorthand. The reason is obvious, for the nature of the experience should have a direct bearing on the kind of training the teacher will put into classroom practice.

Being equipped with good intellectual, spiritual, and physical qualities is not all sufficient. A teacher who does not cultivate the habit of improving his equipment will soon drop from the ranks because of inefficiency. One's intellectual equipment will soon be out of date unless he keeps in touch with the changing educational procedure. In other words, the teacher must constantly grow professionally, particularly in the procedure in commercial education, which is constantly changing. A teacher of bookkeeping twenty years ago will be uninformed on many of the teaching principles of today unless he has constantly watched the trend and development of the subject. The business teacher has one of the greatest privileges of all teachers in the matter of professional growth. The field is greatly varied, and the opportunities are many for constant improvement in one's intellectual equipment. The business teacher who does not show improvement is shortly considered a "back number" in professional and business procedure.

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Herrman emphasizes¹ that training in business should not be static. It shifts with the changing requirements of the labor market and the requirements of business. Business teachers should realize this same element of interest in the classroom where there may be a tendency to follow an inflexible line over a long period of time. Education must keep abreast with developments.

Can a teacher who has no practical experience vitalize his teaching, inspire confidence in his students, and know what business expects from its office employees in terms of job performance, as well as the one who has had such experience? DeVinny avers² that wage earning occupational experience is the first coordinating link and is definitely sound in theory. This experience makes it possible for the teacher to know first-hand the practices and procedures of business, to obtain more complete and more accurate occupational information, and to provide a background for book learning.

But what happens to the teacher who goes into an office and learns how things are actually done in business? Herrman says:³

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1. J. M. Herrman, "Business Must Participate in Training," Journal of Business Education, (March 1947), p. 11.
 2. Margaret C. DeVinny, "The Connecting Link between the School and Business," Modern Business Education, (January 1946), p. 6.
 3. Herrman, op. cit., p. 11.

Herrman emphasized that training in business should not be limited to office work. It should include the labor market and the requirements of the labor market. Teachers should not be too rigid in their in the classroom where there may be a tendency to an individual find over a long period of time. They must keep abreast with business life.

Can a teacher who has no special training in business his teaching, teaching business in the classroom? In know what business expects from its office employees in terms of job performance, a teacher should not be such experienced? Perhaps every teacher has some business personal experience in the office, but the teacher is definitely sound in theory. His experience makes it possible for the teacher to know business life and the and products of business, to be able to explain and more accurate social information, and to provide background for book learning.

But when preparing to give lessons on business in the office and learn how things are actually done in business.

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2. Margaret C. Deviney, "The Journal of Business Education and School and Business," Journal of Business Education, (January 1946), p. 6.
3. Herrman, op. cit., p. 11.

"If he has not delayed too long in acquiring this first-hand acquaintance with business practices and standards, he returns to the fold full of ideas for making his teaching more practical. He meets little, if any, encouragement in many cases; in some cases, strong opposition. The ideas are fine, to be sure, but they won't fit in too easily with the established. Now and then a teacher has the patience and perseverance to try to use little scraps of what he has learned on the job. But that usually seems so inadequate and hopelessly slow a process that eventually the teacher goes back into business to stay, or abandons all hope of using this newly-acquired practical knowledge and becomes one more of the too large group of "routine" teachers and administrators."

However, most educators agree that businessmen of the community can make important contributions to business education by supporting the principle that those who train for occupational competence be occupationally competent themselves, and by providing opportunities for local periods of business employment. The salaries paid teachers during the periods of business employment should be considered a good investment, particularly in terms of the improved ability of the students they will train.

A business teacher who gets the feel of the work and succeeds knows that he himself can do what he expects his students to accomplish in the course of their training and what the student may be called upon to do. The school of tomorrow which takes two or three years to educate a stenographer or two to four years to develop a typist will be definitely rare. The business teacher will be required

"If he has not delayed too long in acquiring his first-hand acquaintance with business practices and standards, he returns to the fold with a better understanding of the teaching more practical. He needs little if any encouragement in many cases; in some cases, strong opposition. The lines are firm, but they won't let him get away with the established. Now and then a teacher, not the business and practice, ventures to try to use this range of work as he has learned on the job. But this usually comes to an abrupt and hopeful end. It is a process that eventually the teacher goes back into business to try to learn all the hope of using this newly-acquired practical knowledge and becomes one more of the too large group of 'loose' teachers and administrators."

However, most educators, teachers and businessmen of the community can work together and contribute to education by supporting the principles that make the train for occupational competence be occupationally competent themselves, and by providing opportunities for local periods of business employment. "An extended field experience during the periods of business employment should be considered a good investment, particularly in terms of the improved ability of the students they will train. A business teacher who tells the feel of the work and successfully knows that he himself can do what he expects his students to accomplish in the course of their training and what the student may be called upon to do. The school of tomorrow which takes two or three years to educate a stenographer or two to four years to develop a typist will be definitely rare. The business teacher will be required

to work at rather frequent intervals in offices, or to use other means of keeping up with what the student needs to know. He must be more than a classroom teacher.

Cooperative training. The business teacher and the local community are drawing closer together every day, not only in content but in real office situations, through cooperative training. Cooperative training is an intellectual and satisfying phase of education. From the standpoint of the beginning worker, he receives in-training work experience coupled with purposeful remedial teaching. Weaknesses in business performance may be discovered and corrected before he leaves school permanently. He also gains self-confidence which the beginning worker so badly needs. Not only do the student and business teacher benefit from cooperative training, but the employer gains also because he gets a partly prepared and satisfied employee, thus cutting down the rate of turnover.

Half of each school day the student goes to school, just as other students do; and there, under the guidance of a qualified teacher, he obtains further knowledge and skill in his chosen occupation. The other half of each school day and often on Saturdays and holidays, the student applies his classroom training to actual work in a local establishment. Here he gains first-hand knowledge

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Cooperative Training

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dent applies his classroom training to actual work in a
local establishment. Here he gains first-hand knowledge

and experience in some of the normal activities and demands actually faced in a world which includes working for pay.

While still in school, the student comes in contact with such realities as social security, sales tax, irate customers, time schedules, competition, wage and hour laws, business risks, financial and credit instruments, some of the requirements for success and promotion in his particular work, and many other things seldom met in the classroom. At the same time, he meets the requirements for graduation.

In the classroom the cooperative student receives specialized instruction in his chosen field--such as book-keeping, retailing, or stenography--and he receives "related" instruction appropriately selected from such subjects as arithmetic, penmanship, spelling, speech, business law, business ethics, advertising, art, business English, personality development, and selling one's services. For his practical experience, he works behind the counter, at the typewriter, in the bookkeeping department, at the calculator, in the stockroom, or at the front desk. For part of each day he does the kind of work he would do if he were "holding down" a full-time job.

Cooperative students are not exploited by the businessmen who employ them; they are paid for their part-time work at real rates comparable to those paid to

and experience in some of the most important
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while still in school, and in the
with each revision of the book, and
one element, the addition of new material,
business firms, individuals, and
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Cooperative business and not a list of
businessmen who employ them; they are
part-time work at retail stores comparable to the part-

other beginning workers employed on the same type job. Briefly, the cooperative part-time type of business training takes a student of employable age, who has completed at least three years of high school work, and makes of him a trained worker--one who not only "knows his books," but can readily fit into one of the several business occupations.

Humphrey declares¹ that cooperative part-time training exerts a humanizing influence on young people at a time when it is needed most. Somehow many have assumed that education is one thing and life another, that one begins where the other stops; but cooperative education is a standing proof that work and education can go side by side. No amount of education given before entry into business, however long it may be continued, can compare in value with education given concurrently with business life.

The cooperative training program offers a golden opportunity for the business teacher to serve as a connecting link between the school and the community. Co-operative training means the school and community working together for development of the child. As representatives of the two groups, the teacher and businessman have a great responsibility in the development of our citizens of the future.

1. Clyde W. Humphrey, "Community Relationships in Business Education," Journal of Business Education, (February 1947), p. 13.

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(February 1967) p. 101
 "Journal of Higher Education"
 "Communist Party of the United States of America"

The community survey. Teachers of business subjects should not rely solely upon the administration to furnish them with necessary instruction materials and practices. The business community of the school contains a wealth of teaching materials. Some of these materials can be obtained by a survey of the business community. Such a survey should seek:

1. To find, within certain classifications, what business occupations are represented in the town, as a basis for cooperation and planning between school and business.
2. To obtain reliable information on occupations.
3. To find the amount and kind of school training and the occupational experience which workers in certain business occupations have had.
4. To find, for improving and upgrading, the deficiencies of former high school pupils now employed in local business, and to determine the job success of pupils as an evaluation device.

Much of this material cannot be obtained except by actual observation, investigation, and study of the business life of the community. The starting point for such a study is a wide acquaintance with the businessmen and their businesses. The teacher who realizes the possibilities of such relationships has an opportunity to know

The community survey.

should not rely solely upon the information obtained from them with necessary in addition to the information obtained from the business community of the community. The results of the survey of the business community should be obtained by a survey of the business community. The survey should be made.

1. To find out the business community of the community.

Business is a community. It is a community of people who are engaged in business. For cooperation and for the benefit of the community, it is necessary.

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his pupils, their business background, and their present business environment. He has an opportunity to know the reactions of the community to new ideas and to provide such preliminary preparation for improvement as can be given to pupils in high school.

Frequently advisory committees made up of businessmen of the community can aid the teacher in conducting surveys of the business community, in planning the curriculum and courses of study, in placing the students, and in promoting business literacy on the part of the pupils and teachers. The advisory committee should be a functioning unit; and wherever it is feasible and practical, the committee's recommendations should be put into effect. As a matter of practice, the advisory committee itself can be made to function only if school people maintain effective personnel relations with the members.

Community social activities. The business teacher should strive to become a member of the business community in which he serves. A member of the community participates in the chamber of commerce, in the civic clubs, in fraternal organizations, in recreational groups, and in activities connected with booster trips, sales, drives, etc. The teacher as a member of the civic clubs and the chamber of commerce should develop valuable contacts as

his pupils, their business backgrounds, and their general business environment. The teacher should be able to provide an opportunity for the community to be involved in the development of the curriculum. This may be done by having the pupils in high school.

Presently, the community is not involved in the development of the curriculum. The teacher should be able to provide an opportunity for the community to be involved in the development of the curriculum. This may be done by having the pupils in high school. The teacher should be able to provide an opportunity for the community to be involved in the development of the curriculum. This may be done by having the pupils in high school. The teacher should be able to provide an opportunity for the community to be involved in the development of the curriculum. This may be done by having the pupils in high school.

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well as business literacy. Membership in various trade groups such as the Retail Merchants Association and the National Office Managers Association is of great value.

That no one person can know all about his work is a well-known fact. He must learn each day in order to progress. Thus, for the experienced, as well as the inexperienced, important knowledge of the actual operation of business, its organization and its different functions, can be gained through active participation in business groups. In addition, the teacher can do much toward improving good will in a community if he takes an active part in the work of the church. The well-rounded teacher shares in the social activities to give needed relaxation and to give the business community a chance to know him. The community must know the teacher and like him before he can succeed in the school system.

However, the teacher should not limit his search for extra work to the businesses of the community. The civic clubs, social clubs, and many others will have numerous jobs that the high school pupils may assist in doing as a part of their assigned school work. The community jobs should be selected with care, and the business department of the high school should not become the dumping ground for monotonous tasks. The jobs the teacher accepts should have educational and vocational value to the pupils.

well as business interests. The National Office of Education has been working with the National Office of Labor Relations to develop a program of vocational education for the youth of the United States. This program is designed to provide the youth with the necessary skills and knowledge to enter the workforce. The program is being implemented in a number of states, and it is hoped that it will be expanded to other states in the near future. The program is a joint effort of the National Office of Education and the National Office of Labor Relations, and it is a very important step in the development of vocational education in the United States. The program is designed to provide the youth with the necessary skills and knowledge to enter the workforce. The program is being implemented in a number of states, and it is hoped that it will be expanded to other states in the near future. The program is a joint effort of the National Office of Education and the National Office of Labor Relations, and it is a very important step in the development of vocational education in the United States.

Too, the teacher himself has many skills that can be used by the businessmen of the community. He has been trained in accounting and bookkeeping, in filing, in the use of different machines, in retailing, and in many other knowledges and skills. His use of these by part-time work or summer employment provides him with many valuable contacts.

If the teacher will make the best of his relationships with business, he can secure many different instructional aids which are, for various reasons, impossible for the school to supply. The community that is convinced of the need for cooperating through the business education teacher will supply demonstrations of office machines and devices, literature on business, and many other useful classroom materials.

Job placement. Proper placement is equally as important as determining the applicant's acceptability for a job, if not a more important element. DeVinny believes¹ that office workers are individual personalities and do not conform to a standard mold. Each has his or her own aptitudes, interests, capabilities, and ambitions. Experience has shown that satisfactory results in job

1. Margaret C. DeVinny, "The Connecting Link between the School and Business," Modern Business Education, (January 1946), p. 6.

Too, the fact of himself has been filled in.

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performance and job satisfaction are obtained only when the individual is assigned to work that makes full use of these qualifications.

Proper placement calls for a keen judgment of human nature, the use of considerable tact, and a knowledge of the student's capabilities to handle the job from a standpoint of mechanical performance. It also requires a thorough familiarity with the details of the job. Where could a business teacher obtain this knowledge of the details and the marketability of his students better than through discussions with office managers, and through observation trips at the plant or office?

From visits to the business offices, the business teacher can realize more fully what the office executive expects in terms of job performance, the type of work done, the number and variety of machines used, the number of employees, the starting salary, the opportunity for advancement, and the method of employee induction. He can learn his market much better than if he had remained in the classroom. He has an overview of the concern so that when an employer asks for a worker in his office, the business teacher knows the type of work to be done and can recommend students for the job much better than he could through telephone conversation.

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Summary and conclusions. Pendery sums up¹ some of the ways in which teachers can help students to prepare the way for entrance into community business life as follows:

1. Business teachers should know their subject matter so that students can converse with the teachers as they would with a businessman.
2. The business teachers should be a source of information and help for those in the community.
3. The business teacher should know what is expected of students in their initial job.
4. The business teachers should be acquainted with business practices in testing employees before and during employment.
5. The business teacher should lose no time in getting classes organized and started.
6. Office visitations by business teachers will keep them informed on current developments in the business office.
7. A study of office manuals will acquaint the business teacher with modern practices.
8. A study of job instruction and job classification in business offices will do much to help teachers know what businesses expect of their employees.

9. Membership in business associations, such as

1. John A. Pendery, "Does Your Teaching Measure Up to the Businessman's Yardstick?" Modern Business Education, (March 1947), p. 10.

Summary and conclusions. Generally, some of the

the ways in which teachers can help students to develop the way for entrance into community business life is as follows:

1. Business teachers should make their subject

matter to their students can connect with the business life

they would with a businessman.

2. The business teachers should make a study of

information and help for those in the business life.

3. The business teacher should know what is a

needed of students in their initial job.

4. The business teachers should be acquainted with

business practices in testing employees before employment.

employment.

5. The business teacher should know how to

getting classes organized and started.

6. Office visitations by business teachers will

keep them informed on current developments in the business

office.

7. A study of office manuals will help in the

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the National Office Management Association will be very helpful to the business teacher.

Business education should be one of the liveliest and most stimulating subjects in the school curriculum. Too often it is taught in such a "cut and dried" manner that the student soon becomes bored and loses all interest. Mertz asserts¹ that too often commercial teachers sit behind the protection of job tenure and teach a program that they hope fits people for business. The matter of the student's earning a living successfully worries them not at all. As with many other professions, when teachers do attend conventions or prepare programs for conventions, they congregate under the guise of a specialized interest and listen to other commercial teachers. If business were as vital to them as teaching, they would at least wish to spend some of the time in making or renewing the acquaintance of business environment.

It is of the utmost importance that a close relationship be established between the schools and the community. After a pupil has completed his school training, it is difficult, if not impossible, to correct errors of training. Michel says² that the community can serve

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1. Paul A. Mertz, "With Business," American Business Education Yearbook (1941), p. 113.
 2. F. W. Michel, "Responsibility of the Businessman," The American Business Education Yearbook, (1947) p. 115.

the National Office of Economic Development
helpful to the British Government.
Business education will be one of the
and most important subjects in the
The office is in charge of the
and the school from 1945 to 1947.
There is a very large number of
behind the production of goods and services
that they need it for their own
the standard of living. It is
not at all. It is a very
do not understand or appreciate the
they consider much more important
and listen to other countries in order
an effort to them in order to
spend some of the time in order to
and of business development.

It is of course a very important
relationship be established in order to
economically. There is a great need
ing it is essential to the
of business. It is a very

1. Paul A. Hays, "The American Business Question" (1941), p. 112.
2. D. W. Mitchell, "Responsibility of the American Business Question" (1941), p. 112.

as the school's greatest research laboratory. More teachers should have a better working knowledge of the requirements of the community. Businessmen should provide opportunities for teachers to acquire first-hand information about business.

Business education, a cooperative enterprise, must be recognized by the school and community as a joint responsibility. The effectiveness of any program of business training is directly dependent upon the extent to which the community and schools cooperate in determining the needs for business training and plan a program to meet those needs. The business education teacher, the connecting link between school and community, has indeed a grave responsibility.

as the national program, however, it is not as
effective as the other two programs. It is also
not as well known by the community. The program
is also not as well supported by the community.
The program is also not as well supported by the community.

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CHAPTER III

THE ADMINISTRATOR'S RESPONSIBILITY

Maintaining and improving relationships between community and schools is a major responsibility of the administrator of business education. In this chapter, community cooperation from the point of view of the state, city, and local school administrator is discussed.

Introduction. The instances are few in which the school administrator is a specialist in the field of vocational education in general or in the special field of business education. Jones believes¹ that when any problem in this field arises, the school administrator should act as the executive in business acts when he has litigation. The executive calls in his lawyer who is a specialist in litigation. Likewise, the general school administrator should learn early in his career when a problem arises in business education, he should call in some member of his staff who is a specialist in this field or an authority.

The school administrator who makes an attempt to solve

1. Evan E. Jones, "Leadership Problems of the General School Administrator in Relation to Business Education," Balance Sheet, (January 1947), p. 212.

THE ADMINISTRATION OF BUSINESS EDUCATION

maintaining and improving the quality of community and schools is a major responsibility of the administrator of business education. In the community, cooperation from the public, city, and local school administration is essential.

Introduction. The administrator of business education is a specialist in the field of vocational education in general or in the special field of business education. Jones believes that when any specialist in this field arises, the school administrator should act as the executive in business as well as in education. The executive calls in his lawyer who is a specialist in litigation. Likewise, the school administrator should learn early in his career when a problem arises in business education, he should call in a specialist in this field or an authority. The school administrator who makes an attempt to solve

problems in a specialized field sometimes finds himself in difficulty, unless he avails himself of the personnel at hand.

The administrator's knowledge of the community and of all phases of business education is the foundation of a good community relations program. The role of the administrator in business education is a very real role--provided that it is supported with a knowledge of the community and of facts pertinent to the functions, aims, purposes, and accomplishments of business education. If the administrator is properly and adequately informed, he will plan so that business education is not the starved and underfed stepchild of the high school program. This situation is often found in situations where the administrator's primary interest is centered in the academic or the technical field. To deny business education its just emphasis is to admit ignorance of its importance.

The American Business Education Association Yearbook for 1944 outlined the responsibilities of the administrator in maintaining good community relations as follows:¹ (1) discovering the needs of business, (2) meeting those needs through the school training program, (3) helping the community meet employment needs and

1. Jessie Graham, et. al., "The Role of the Administrator of Business Education," American Business Education Yearbook, (1944), pp. 189-190.

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making satisfactory placements, (4) participating in the work of community groups, (5) seeking advice from business leaders, (6) publicizing the offerings of the schools, (7) using care in the selection of supplies and equipment, (8) making curriculum changes as needed, and (9) providing supervision of the teaching program. These same points are seemingly in effect in this year 1948 and will be explained and discussed in detail in this chapter.

Discovering the needs of business. Every aspect of the school's problems in setting up a curriculum should take into account those community forces which influence pupil growth. Orth emphasizes¹ that thorough familiarity on the part of the school staff with the resources, limitations, and problems of the community can provide a base upon which a vital program of education may be built. The administrator, as the school's educational leader, should consider the job of community analysis as one of his larger responsibilities. The administrator is responsible for interpreting his community's desires, his community's ambitions, and his community's ideals into a program of action through which they may be realized. People have tremendous faith

1. H. M. Orth, "Beginning Principal Looks at the Community," American School Board Journal, (August 1947), pp. 12-13.

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in education. That faith must find realization in what the school does in making each community a better place in which to live. Cocking tells us¹ that it is altogether likely that each community should want to be the best in the world. Leadership has one of its greatest roles in helping people to transform the concept of the "best community" into a reality. This means a dynamic program of action for the entire community.

Does the employer need more information from the school regarding business education graduates than the mere facts of high school graduation and area of specialization? Does he need data relative to the personality of the pupil? His successes and failures? His work habits? For example, can the National Clerical Ability Tests, in the areas to which they apply, effectively aid in the solution of this problem? Are the administrative costs of these tests too high to make the giving of such information practicable?

The administrator can secure the best answers to these questions by using all the resources of the community that might contribute to the solution: teachers,

business, industry, and even the students. One of the best sources of help is the education committee of the

1. W. D. Cocking, "School Administrator as a Community Leader," School Executive, (June 1947), p. 5.

in education. That fact must find realization in what the school does in making each community a part of itself in which to live. Looking at it as a whole, it is likely that each community should want to do the best in the world. Leadership has one of its greatest roles in helping people to transform the concept of the "best community" into a reality. This means a dynamic program of action for the entire community.

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The administrator can secure the best answers to these questions by using all the resources of the community that might contribute to the solution: teachers, business, industry, and even the students. One of the best sources of help is the education committees of the

National Office Management Association. There are evidences increasing in number as the years roll by that business, because of its concern, is becoming more and more cooperative with departments of business education in the development of the curriculum.

Business education should furnish the community with dependable data concerning business education graduates by setting up standards of achievement, tests, and records. Similarly, the community should furnish the schools with specific information concerning employment requirements and successes and failures of employees trained by the schools.

Meeting community needs through training programs.

The careful observer realizes that adequately trained personnel in the business offices is just as imperative as machinists, engineers, and chemists. We know that the training of some workers can be completed within a few weeks in the factory. Stenographers, typists, and some office machine operators, however, can be trained in our schools only after months and sometimes years of careful preparation.

If the business department is to remain true to its name, it should train students for business and for jobs in offices and stores. It should give to the community workers who not only are loyal to the employer but who are

National Office Engineering Association. There are only
Chinese engineers in the country, and they are not
new, because of the fact, is that they are
cooperative with the government of the country
development of the country.

Chinese education system is not very
dependable for the country. It is not very
setting up a system of education, and it is
difficult to control the quality of the
specific school system. The quality of the
and resources and facilities of the system
schools.

Technical training system in China

The current education system in China is
school in the field of technical training
mechanical, electrical, and other
training of some workers and technicians
weeks in the factory. The system is not very
office machine operation, and the system is not
schools only offer technical training and the system is not
preparation.

If the technical education is to be improved, it is
name, it should be a technical training system and not just
offices and stores. It should be a technical training
workers who not only are loyal to the employer but who are

also aware and responsive to the needs and rights of their own group.

The operation of the schools is undoubtedly the largest and most important business in the world. Today's pupils are tomorrow's leaders of industry, education, and science. They are also tomorrow's failures. The training received in school is a powerful factor in determining into which category they will fall. Educators and businessmen must realize that mistakes made in training cannot be easily erased. After a pupil has completed his school training, it is difficult, if not impossible, to correct errors of training. It is therefore of the utmost importance that the administrator realize and accept his responsibility in developing a school program that will adequately meet the needs of the individual as well as the needs of the community. No better public relations can be maintained by the schools than by supplying the community with well-trained employees.

Functional education for business benefits the individual who receives it, the business that employs him, and the community of which both the individual and the business are a part. The purposes of business education are the purposes of people in almost every walk of life; its achievements are their achievements; and its shortcomings are theirs to deplore or remedy.

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once that the administration of the school has been
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self-trained employee.

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which are positive. The first and most
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purpose of people in school is to be of help to
achievements are their achievement and the first and most
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Satisfactory job placements. Community cooperation is improved when the school administrator arranges for the schools to help meet community employment needs. Many employers know that the efficiency of their workers will be multiplied if their skills can be improved while still in school. However, businessmen should be expected to give the degree of specialization necessary for competence after the new employee is on the job.

Another problem that faces the administrator is whether or not a cooperative part-time business education program (one in which part of the time is spent in school and part of the time is spent on the job) is desirable. The administrator must determine whether this program will gain the objectives set for the business education course and if it is a good way to give a student a well-organized education. If he adopts the plan, the administrator must investigate the conditions under which cooperative training is to take place. Jones warns¹ that the administrator must be certain that there is no opportunity for exploitation of students, and that the program is really an educative process and remains educative during the entire period of training.

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Administrative Job Placement - Community Cooperation

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The administration of the school also has the larger responsibility of seeing to it that the placement activity becomes a definite and essential part of the program. The Ninth Yearbook of the National Business Teachers Association says¹ that in the larger schools the function may be delegated to a staff member, the head of the business department, or through the head of a department to a part-time teacher or coordinator. In the smaller schools all function of the placement responsibility may be lodged with an assistant administrator, the head of the business department, or a classroom teacher who shows adaptability for and interest in the work. Still, in first and last analysis, the fact remains that prime responsibility for placement lies with the chief administrator.

If an elaborate placement department is maintained, the head administrator must secure adequate funds for its successful operation and employ the needed personnel to make the department function. If only one teacher is to act in the entire capacity as guidance and placement director, it is still the responsibility of the administrator to define the scope, make the assignment, provide

1. National Business Teachers Association Ninth Yearbook, "Effective Business Education," (1943), pp. 61-64.

The main objective of the program is to provide a comprehensive overview of the business environment. The program is designed to help participants understand the various factors that influence business success. It covers topics such as market research, financial management, and human resources. The program is structured to provide a solid foundation in business principles and practices. It is suitable for individuals who are new to the business world or those who want to refresh their knowledge. The program is delivered through a combination of lectures, case studies, and group exercises. This approach ensures that participants not only learn the theory but also gain practical experience. The program is led by experienced professionals who provide valuable insights and guidance. By the end of the program, participants will have a clear understanding of the business environment and be equipped with the skills needed to succeed in the marketplace.

It is also important to note that the program is designed to be flexible. Participants can choose to attend the program full-time or part-time, depending on their schedule. This flexibility makes the program accessible to a wide range of individuals. The program is also designed to be interactive, with participants encouraged to share their experiences and ideas. This collaborative learning environment helps to enhance the learning experience and allows participants to learn from each other. The program is a valuable investment for anyone looking to gain a deeper understanding of the business world. It provides a comprehensive overview of the various factors that influence business success, ensuring that participants are well-prepared to take on the challenges of the marketplace.

the time, and in some instances lend personal assistance to that teacher in the conduct of the work.

Regardless of the size of the high school in which he serves, the administrator still has a grave responsibility for counseling and guiding young people in their selection of positions and places in the community. Much of that counseling and guidance, if intelligently given, might help in the selection made and also serve to soften the blow when later changes create the necessity for occupational adjustments.

Participating in community groups. We have heard much in the past few years about community-school relations. Out of the welter of words and phrases, it seems that there is general agreement on the proposal that a good school system serves the needs of all the people of the community. Cocking brings up the point¹ that it seems to be the practice that a good school constantly examines the community of which it is a part, and then out of its findings strives to improve the community.

If every school is to serve its community, then it follows that the administrator of the school must be a community leader. Certainly he must be far more than a

1. W. D. Cocking, "School Administrator as a Community Leader," School Executive, (June 1947), p. 5.

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I. W. O'Connell, "School Administrator as a Community
Leader," School Executive, (June 1947), p. 5.

leader solely concerned with the routine operations of the traditional school. In other words, the concept of the school as having an all-round community responsibility carries with it the corollary that the administrator of such a school must also be a community leader.

Membership in the local chamber of commerce, personnel clubs, service clubs, and others, is an aid to the administrator who wishes to preserve and improve good public relations for the schools. This phase of the administrator's activity should not be one-sided; it should constitute real cooperation. Businessmen and other members of the community should be invited to speak before school groups and to help in other ways. In addition, the school people should work for community interests other than the school program. A community business education committee can render valuable service in establishing and maintaining community action favorable to business education.

If there is a local office management association, contact should be established and continued with members of this association. Similar relations should be established with the retail merchants association. In practically all cities of any size there are placement services, both private and public. Administrators should maintain contacts with these services in order to keep in touch with trends of employment, the demand for workers, and the

[illegible]

degree of success achieved by former students who have been placed by these agencies.

Making and maintaining such contacts does require a certain amount of time and effort. But the alert administrator who is sufficiently interested in the work he is doing will be forced to make these contacts and to use them for the betterment of the community. Live administrators cannot get along without these contacts. Such administrators will find ways of establishing them and, once established, will make the most of them.

Seeking advice from community leaders. The Eighth Yearbook of the National Business Teachers Association gives as one of the principles of business education the following:¹

"Business education can be organized and administered most effectively with the advice and support of employers and advisory committees--local, state, and national. The community from which advisory groups are drawn should be within the economic area from which students come and into which graduates go, and should not necessarily be limited to the political subdivision in which the training happens to be given."

One of the very best sources of good community relationships is the advisory committee. Advisory committees may be set up for each of the business education

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1. National Business Teachers Association Eighth Yearbook, "The Principles of Business Education," (1942), p. 60.

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and the main thing is to get the
certain extent of the work done.

It is not only the work done but the
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1. National Education Association, Principles of Business Education, (1943), p. 107.

fields--distributive education, stenography, bookkeeping, general clerical, and consumer education. It is wise to invite representatives of groups, rather than individuals, to join these committees, as there should be no opportunity for a feeling of resentment on the part of persons not selected for the committees.

Under the Smith-Hughes Act, and all subsequent acts, the states were required to organize an advisory committee representing homemaking, agriculture, labor and commerce, and industry as a condition precedent to the receipt of federal aid. Reflecting this point of view, practically all local school authorities, acting under the inspiration of federal and state acts, appointed local committees to cooperate in the development of occupational training programs. Unfortunately, however, since no federal grants, other than for research and service, were available in the field of business education, too often no attempt has been made to include representatives of business in the advisory committees.

Since advisory committees on business education have been appointed only here and there, it becomes the responsibility of the administrator to help in the furtherance of this program in his school. It is doubtful if any attempt should be made to give occupational business training on anything like a comprehensive basis without the cooperation

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of employers. Their needs should be thoroughly understood, and they should be taken into account in the planning of courses and other activities incident to the preparation of workers for business positions.

Publicizing the school. Businessmen, political leaders, religious leaders, and other people who have things to sell or services to render, know that they must not only have an excellent product to sell, but that they must also educate the public about it and convince the public that the product is excellent. They all believe strongly in publicity and public relations. They spend millions of dollars a year in advertising and publicity to establish in the minds of the people convictions that will promote the buying of their products or the support of their groups. Business education teaches advertising, but it doesn't advertise. Isn't it queer?

In education, as in any other activity, public support is essential. The public wants its sons and daughters to have the finest possible education; and if it feels that they are getting it, the public will support and even fight for such an educational program. The business department needs the intelligent, sympathetic support of the public. With it, the business department can secure any justifiable objectives; without it, progress will be much more difficult.

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News stories, window displays, demonstrations, paid advertisements, radio programs, open-house days, and other plans may be used for publicizing to the community the work of the schools. The "you" attitude should prevail in this publicity just as in any sales campaign. The emphasis should be upon the services rendered by the school to the students, the employers, and the community.

Fortunately, the administrator does not have to do all the work himself. There are, in every community, many assistants who will help carry the load if the administrator will but plan the campaign and see that the plans are carried out. First, there are the business teachers. If they are as well sold on the need for publicity as he is, the work can be divided. Secondly, there are the students and their organizations. If each commercial organization has a publicity committee, its members can do most of the "leg work" and can even make many useful suggestions. Then there are the local newspaper reporters who can be very helpful if they always get a friendly and helpful reception and if they find that the administrator has some ideas they can use.

There is a lot of help available if the administrator will but organize it. With all this assistance, the work of the administrator is lessened considerably so that he can devote his time to planning and to checking up. This couldn't require too much time. Administrators

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...can be divided. ...
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...out. First, there are the ...
...will not be ...
...assistants who will help carry ...
...all the ...

who are conscientious, ambitious, and worthy of their calling will assume responsibility for securing intelligent, friendly, and sympathetic support from the community.

Selection of supplies and equipment. The administrator must be familiar with the supplies and equipment available. His familiarity with the latest types of supplies engenders respect among community members.

Collins is of the opinion¹ that business education classrooms should strive to create an atmosphere of realism--to give pupils an experimental background--to teach them how things are done and why. This realistic practice is of inestimable value to high school pupils because so many of them have but a vague idea of how a business office operated or how they fit into the scheme of things. They have acquired knowledge and certain skills; yet they do not appreciate how much the efficient handling of business situations is dependent upon the proficiency of each worker and the coordinated efforts of all the employees.

The specialist in any field must know and be able to advise on equipment. Too often purchases of equipment are made without recourse to the advice of those who know and

1. May W. Collins, "Equipment for the Business Department," American Business Education Yearbook, (1948), pp. 183-184.

understand the need and use of special equipment. It is just as easy to secure the right kind of equipment as that which is less efficient. This takes courageous conviction at times, but it is well worth the effort. Such things as typewriter table height and the use of a particular machine in a given locality are illustrative items. There are many such considerations that appear of small importance by themselves, but assume large proportions in terms of continuing annoyance over a period of years. Foresight is always better than regret, and careful planning of equipment and supplies should take place.

New changes in curriculum. Jones explains¹ that one of the first problems that comes to an administrator is that of determining the kind of business curriculum to offer in the schools. Even though courses in business education have been offered for years, it is necessary from time to time to check on the soundness of the program. The administrator will therefore give his attention to the evaluation of the current offerings; he will make some effort to determine how to meet student and community needs. His final judgment will, of course, be dependent upon many factors: the kind of teachers, students, equipment, and other

1. Evan E. Jones, "Leadership Problems of the General School Administrator," Balance Sheet, (January 1947), p. 214.

understand the need and use of special equipment. It is just as easy to secure the right kind of equipment which is less efficient. His lack of equipment is not at times, but it is well worth the effort. Typewriter table desks and the use of a few other methods in a given locality are almost always found. Such considerations that are not of value in the by themselves, but assume large proportions in the planning of a building programme over a period of years. Details are always better than regret, and careful planning of equipment and supplies should take place.

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facilities for such training, as well as the kind and number of jobs that are available in the area served by the school. The question will also arise as to whether or not business education should be offered as general business, vocational, cooperative part-time training, or as an adult extension plan. Some communities may offer all plans, or only one or two of them.

As a specialist in his field, the administrator should guide the general development of business education. He must help determine the trend that the curriculum shall take. This will lead him into making necessary community contacts personally as well as through the medium of correspondence. The community environment will have a decided effect on the trend which the curriculum will take, and the administrative officer who is not cognizant of this fact is doomed to educational failure.

Making desirable changes in business curricula is not an easy task. A program of study which reflects the opinion of a single school administrator, members of the board of education, or a small committee of teachers is likely to become so firmly entrenched through use that suggestions and even strong recommendations frequently fail to bring out necessary revision.

Tradition in education, as in business and government, exerts a tremendous force. To counteract it, change

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should not be recommended merely for the sake of change. Suggested improvements should be based on authoritative and carefully prepared data which readily substantiate the recommendations.

To be effective, recommendations should be based upon detailed studies of the school, the community, and local and nearby business conditions. They should be prepared by a person who has established a favorable reputation among school administrators as a thoroughly practical school executive. To obtain necessary information, surveys of local business conditions and employment opportunities frequently are helpful. They function best, however, if they are conducted by high school pupils and teachers, and if the resulting suggestions are strongly recommended by a committee of prominent and successful businessmen.

Providing supervision. Every large city school system and every state department of public instruction should employ at least one well-prepared successful business teacher as a supervisor of business education, according to leading American business educators.¹ His major responsibility should be the improvement of all phases of business education. His problem is to work in harmony with school

1. Jessie Graham, et al., "The Role of the Administrator of Business Education," American Business Education Yearbook, (1944), pp. 189-190.

should not be recommended merely for the sake of
suggested improvements should be made in the
existing program and that the following are
recommended.

1. To be effective, economic education must be
based on a sound understanding of the economic
system and the role of the individual in it.
The individual must be made to understand that
the economic system is a social system and that
the individual's actions are influenced by the
actions of others. The individual must be made
to understand that the economic system is a
dynamic system and that it is constantly
changing. The individual must be made to
understand that the economic system is a
system of interdependence and that the
individual's actions are influenced by the
actions of others. The individual must be
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officers in varying school situations in an effort to coordinate the business education program with the actual needs of pupils and of the civic and business communities.

Carefully planned supervisory programs, including surveys, visits to schools and classrooms, constructive discussions with teachers and school officers, conferences with members of the local business education advisory board, and visits to places of employment provide suitable material on which suggestions may be based.

Teacher-aid bulletins and small conferences or clinics enable teachers to observe instruction in a few carefully selected classes. Followed by well-planned discussion periods, this method seems to accomplish a great deal in raising the morale of teachers who are required to solve their own problems. The supervisor works toward the improvement and maintenance of classroom standards by means of constructive supervisory devices. He attempts to relate the program effectively to local business practices and methods and to opportunities for post-high-school employment.

The supervisor's office should be more than a statistical depository. It should exert a strong influence for improvement upon business education practices in schools of all types and sizes. While the state supervisory staff

can accomplish much in establishing teacher certification requirements, it should be recognized that well-prepared instructors do not in themselves assure satisfactory business education and instruction.

Summary and conclusions. A major responsibility of the administrator of business education, whether a state, city, or local school administrator, is the development of good relationships with his complex community. The many relationships involved require real leadership on the part of the administrator.

The competent administrator will discover early in his career that while occasionally there may be instructional difficulties in business education classrooms, most of the difficulties can be traced to faulty administration by school officers who do not understand clearly the purposes and problems of business education. Tonne says¹ that it would be foolish for business teachers to revise their programs merely in terms of what school administrators say, because the administrator frequently does not see the minutiae of teaching problems. He picks up half-baked comments from businessmen and builds them up into oversimple generalizations. Nevertheless, the administrators

1. Herbert A. Tonne, "What Administrators Think about Typing and Shorthand," Journal of Business Education, (December 1947), pp. 19-20.

and accomplished much in a short time. The results of the
reorganization, it would be thought, would be of great
importance to the people of the United States and the
world.

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concerned from conclusions and will be put up into a
miniature of teaching machine. The latter is a
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at difficulties in business education of business
his career that while working in the business world

1. Herbert A. Tonne, "West Administration Paints about Typing and Shortland," Journal of Business Administration (December 1947), pp. 55-56.

are the ones who go to the budget director for the funds needed to maintain business education. They have a broader perspective simply because their position gives them a larger point of view.

As an educator with responsibility for providing intelligent leadership, the administrator should be aware of the potentialities, limitations, and problems which the particular community presents to its pupils and teachers. The policy which the administrator follows in establishing community relationships depends in large measure upon these community factors. Orth thinks¹ that an informed teaching staff, conscious of the community, should provide a sound base upon which to select an educational program geared to meet the real needs of the community. The initiation and development of a social interpretation program in the school would thus project the school into the life of the community and the community into the life of the school.

Unlike many of the academic subjects wherein the content has become comparatively well standardized, the needed activities in the department of business education are not only recent but in a state of constant change. This is necessarily so because business itself is dynamic. Therefore the business education offerings must be

1. H. M. Orth, "Beginning Principal Looks at the Community," American School Board Journal, (August 1947), pp. 19-20.

are the ones who go to the budget director for the funds needed to maintain business education. They are the ones who have a perspective already because their position gives them a larger point of view.

As an educator with his responsibility for providing intelligent leadership, the administrator must be aware of the potential for, limitations, and possible value of the business education program in the community. The policy which the administrator follows is essential. Community relationships depend in large measure upon the community factors. They think that an informed community itself, cognitions of the community, should provide a basis upon which to select an education program which will meet the real needs of the community. The administrator and development of a social interpretation program in the school would thus project the school into the life of the community and the community into the life of the school. Unlike many of the academic subjects which remain the content has become comparatively well standardized, the needed activities in the department of business education are not only recent but in a state of constant change. This is necessarily so because business itself is dynamic. Therefore the business education offerings must be

continually improved and adapted to new conditions. This is a task for one who is not only a conscientious student of business education but who is also alert to business education in its relation to all aspects of community life. Upon state and local administrators rests the responsibility of selecting someone to provide constructive planning, enthusiastic leadership, and solid foundations.

The larger concept of business education makes it imperative that school administrators revise their views of the objectives and duties of departments of business education. Progressive administrators will see at once the importance of vital business education-community relationships as the most effective adjunct in building school support. When school administrators recognize the value of correct leadership, and provide for it, they will find their schools expanding to meet the business needs of their community. The school will grow in favor with the business leadership of the city and effectively satisfy the basic functions of business education.

The factful administrator will seek to improve business education by skillfully correcting the faulty points of view of school officers. He must be equally skillful in advising boards of education and taxpayer organizations concerning the characteristics of a broad and strong business education program--one which will

continually improved and subjected to new criticism.

It is a task for one who is not only a student of business

education but who is also able to apply it.

Education in its relation to the needs of the community

Upon state and local administration of the business

of education, someone who is able to apply it.

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organizations concerning the characteristics of a broad

and strong business education program-one which will

adequately satisfy the needs of the community and particularly the employers of office and store workers.

Cocking's contention seems sound when he says:¹

"The accomplishments of the school administrator are determined in the main by the energy, the vision, and the ability which he brings to his task. When every school administrator views his job as an opportunity to build a better community, then we shall have improved schools. What is far more important, we shall have improved communities."

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1. W. D. Cocking, "School Administrator as a Community Leader," School Executive, (June 1947), p. 5.

In the present situation, the school administrator is faced with a complex and difficult task. He must not only be a leader, but also a manager, a planner, and a negotiator. He must be able to see the big picture and to make decisions that will benefit the community as a whole. He must be able to work with the community and to gain their support for the school. He must be able to manage the school's resources and to ensure that the school is operating efficiently. He must be able to negotiate with the community and to resolve conflicts. He must be able to plan for the future and to make decisions that will ensure the school's long-term success. He must be able to work with the community and to gain their support for the school. He must be able to manage the school's resources and to ensure that the school is operating efficiently. He must be able to negotiate with the community and to resolve conflicts. He must be able to plan for the future and to make decisions that will ensure the school's long-term success.

Introduction. There are certain basic ideas which underlie the process of education of tomorrow. These are the ideas of the school administrator. He must be able to see the big picture and to make decisions that will benefit the community as a whole. He must be able to work with the community and to gain their support for the school. He must be able to manage the school's resources and to ensure that the school is operating efficiently. He must be able to negotiate with the community and to resolve conflicts. He must be able to plan for the future and to make decisions that will ensure the school's long-term success. He must be able to work with the community and to gain their support for the school. He must be able to manage the school's resources and to ensure that the school is operating efficiently. He must be able to negotiate with the community and to resolve conflicts. He must be able to plan for the future and to make decisions that will ensure the school's long-term success.

CHAPTER IV

THE BUSINESSMAN'S RESPONSIBILITY

The teacher and the administrator each have a share in the responsibility of trying to develop the high school commercial program. However, a great deal of the responsibility for assisting the high school graduate to success and fully assuming his position in the business world rests in the hands of the businessman himself. If he were confronted with a statement to this effect, the average businessman would probably raise his hands in a gesture of helplessness and bemoan, "But what can I do?" Upon careful analysis of the problem, we find that there are a great many things he can do.

Introduction. There are certain basic steps in the process of conversion of graduates into employees, and the responsibilities for many of these rest within business itself. Everything is not wrong with the educational institutions. It is an encouraging sign to find many business groups getting together with the educators in different

cities for the purpose of establishing some common ground which will result in a more productive and efficient job for each side. It is encouraging to a group of this type to know that there is considerably activity in this connection at the present time. Educators are getting together in Chicago, Rochester, San Diego, Cincinnati, and many other cities.

Industrialists belonging to the American Management Association say, according to the organization's Edpress News Letter, that "While schools have changed little in their business education methods, the modern business office is changing and setting up new requirements year by year. Businessmen claim commercial education teachers need a new picture of how a modern office functions. Therefore the AMA called upon its members to develop more contacts with the schools and to help teachers produce more 'high-quality' office workers."

The AMA is doing something worth while in encouraging businessmen to make more contacts with the school. In so doing, it is following the lead of other associations of businessmen who have found this practice helpful. The schools have improved a great deal. There is far more room for improvement, but the next steps in genuine improvement must be taken by businessmen themselves rather than by teachers. Improvement of office training is a

...for the purpose of the ... which will be ... for each ... to show that there ... need ... together ... many ...

quality of the work.

[illegible]

cooperative venture which means that businessmen must participate in the improvement and not merely condemn the teachers.

Most important of all, according to Tonne,¹ the businessman should look into the nature of the current philosophy of education, which is one of having students determine what they are going to do, when they are going to do it, and the way in which it is to be accomplished. Do businessmen want this kind of teaching? If they do, Tonne declares² that they must expect the results--shoddy penmanship, inaccuracy in arithmetic skills, inability to read, and even worse, conceit about trivial accomplishments which are far below those which adult life really demands. If the businessman wants real ability in reading, writing, arithmetic, and related skills, then he must go to his board of education and demand that organized goals be established and real teaching be done.

Salaries for teachers and office workers. Business must pay decent salaries. In thousands of communities,

Tonne claims³ that graduates trained by able commercial teachers are still receiving only \$20-25 per week.

1. H. A. Tonne, "Better Training Wanted," Journal of Business Education, (September 1947), p. 7.
2. Loc. cit.
3. Loc. cit.

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Most important of all, according to Tonne, the

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3. Loc. cit.

In terms of 1938 salaries, this is an extravagantly high wage. In terms of the 1948 situation, it is pitifully low. Such tactics on the part of businessmen will inevitably make the day of office unionization arrive more quickly. Possibly this is all to the good; but until the businessman starts paying a wage comparable to that paid by factories and other agencies, he cannot expect to attract the best-qualified girls to his office.

Business must also admit and meet its own competition. Commercial teachers are still getting salaries, in some cases, considerably below those which they could make as first-line office supervisors. In many communities, there are some secretarial workers receiving more than business teachers. Hundreds of teachers have been lured from the schools by the higher salaries being paid by some business firms. Businessmen expect the schools to do a good job, but they are not willing to pay teachers as much as they pay their secretaries. If businessmen believe in the competitive determination of wages and want good teachers, they should follow through their own preachings. Good teaching will stem from good salaries.

Job standards. Businessmen must set up honest job standards. Talk about giving dictation at 125 words per

1. Carl A. Meyer, "How to Set Between Business and Education," *Journal of Business Education* (June 1947), p. 11.

In terms of 1948 salaries. This is an expression of the
 wages. In terms of the 1948 situation, it is a very low
 level. Such factors as the cost of living and the value of
 money are the key to office salaries. It is a very low
 level. It is a very low level. It is a very low level.
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 low level. It is a very low level. It is a very low level.
 and other agencies. It is a very low level. It is a very low level.
 qualified person to his office.

Business and also some other factors are involved in
 this. Commercial teachers are a very important factor in
 some cases, especially those who are in the business
 as first-time office supervisors. It is a very low level.
 there are some secretarial workers. It is a very low level.
 business teachers. It is a very low level. It is a very low level.
 from the schools by the higher salary. It is a very low level.
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 a good job, but they are not willing to pay for it. It is a very low level.
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 teachers, they should follow through their own. It is a very low level.
 Good teaching will mean a good salary.

Job standards. Business and other factors are involved in
 standards. It is a very low level. It is a very low level.

minute and establishment of standards based upon such rumors are not sufficient bases for training stenographers. Before businessmen ask the schools to set up higher standards, they should honestly and realistically determine what their standards actually are.

Businessman as an active participant. McKenzie thinks¹ that businessmen should allow the older secondary business school students to visit their offices and observe technical office jobs in actual operation. This should be supplemented with discussions and review of actual business forms. Functional department heads of a business should discuss informally with groups of students the problems met in daily business operations and the action taken toward their solution.

Businessmen should be available for talks before classes in business education on the secondary school level. This would afford ample opportunity for emphasis on the business training required, the need for a real grounding in the three R's, and the importance of excellent personality traits. During these talks, opportunities for advancement based upon the assumption of responsibility could be adequately stressed.

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I. Carl H. McKenzie, "Cooperation between Business and Edu-
 cation," Journal of Business Education, (June 1946), p. 11.

McKenzie is also of the opinion¹ that businessmen should arrange for the employment of business teachers during the summer months, if for no other reason than the opportunities which the matter offers for a discussion of mutual problems. The training of the teacher in new methods and procedures should, of course, be of advantage to his teaching. Opportunity is afforded for mutual suggestions leading to improvement in the internal routines and procedures, as proximity sometimes obscures the vision of the businessmen to shortcomings within his immediate surroundings.

According to Herrman,² many educators say that business is doing less than its share of the teaching job. For example, one need only view some of the training programs in business to become aware of the shortcomings that prevail in this direction. In many companies the only training that is done is to show the new employee where to hang his coat and hat. In others, training programs consist of directing the employee to a desk and telling him to "sort these cards in alphabetical order." While there are many exceptions to these conditions, we

1. Ibid., p. 12.

2. J. M. Herrman, "Business Must Participate in Training," Journal of Business Education, (March 1947), p. 12.

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should average for the first part of business year 1
during the summer months, it has no more than a few
opportunities which the new or better business
business procedure. The training of the new business
methods and procedure, and the new or better business
to his learning. Of course, it is clear that the new or better
business leading to improvement in the business and
and procedure, as previously stated, and the new or better
of the business in the business. The new or better
surroundings.

According to the new, the new or better business
business is doing less than it was of the business year
for example, and need only view some of the business year
grams in business to become aware of the new or better
then prevail in this direction. In fact, the new or better
only training that is done is to show the new or better
where to run the business and how. In other words, the new or better
grams consist of directing the new or better business and
telling him to "go" and "come" in a business year.
While there are many exceptions to these generalizations

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1. Ibid., p. 12.
 2. J. A. Harrison, "Business and the Business Year,"
Journal of Business Education, (March 1937), p. 12.

still find that the majority of companies have nothing in the way of a well-designed program for the new employee's integration into the organization.

Business-teacher cooperation. Michel suggests¹ that the businessman might be instrumental in organizing a business-teacher association. Parent-teacher organizations have made a noteworthy contribution in improving the teacher-pupil relationships. The businessmen of every community should be interested in business-teacher organizations which bring the teachers in contact with businessmen and so enable both to better understand mutual problems.

Such an organization could successfully conduct periodical community surveys to determine what curriculum program revisions are necessary to meet changing conditions. Communities change, new industries are formed, and educational requirements may be affected as these changes take place. The needs of the area and the opportunities offered should have an important effect on the curriculum program.

Businessmen could, suggests Michel,² furnish the teachers with job analyses. The use of the job breakdown

1. F. W. Michel, "Responsibility of the Businessman," American Business Education Yearbook, (1947), pp. 115-116.

2. Ibid., p. 116.

- [illegible]

will help teachers eliminate useless operations, prove the value of a worth-while operation, and pace the flow of work through the office. Such analyses in the hands of business teachers provide much-needed information on what to teach, how much to teach, what related information a well-trained pupil must have, and what skills and special abilities he must possess.

Businessmen should report to the schools regarding the effectiveness of the curriculum. They may report to the school the progress made by the pupil on his first job. The first thirty days on a job will usually indicate whether the training has been satisfactory. This information would enable the schools to obtain a first-hand knowledge of what was expected of the beginner and also determine any deficiency in the curriculum.

Summary and conclusions. Many more points for businessmen to cooperate upon could be suggested. If businessmen say they do not have the time, that it is the function of the business teachers to assume the initiative, they are, by this very statement, failing to cooperate. The business teacher is the servant of the community, and one of the most important segments in the community is the businessman.

These comments are not to be construed as implying that business teachers are perfect and that businessmen

will help to secure a better understanding of the
value of a well-kept record and the
work done through the office. It is
essential to keep a record of all
to record, as the only way to
well-kept record of all the work done.

[illegible]

that business teachers are needed and that business

are totally at fault. In fact, it would be wiser for both groups to stop talking about faults of others and recognize that there is a common problem. Let it be understood, however, that cooperation means both working together for a common purpose--not one person condemning the other and telling him what is wrong.

Business education, a cooperative enterprise, must be recognized by the schools and business as a joint responsibility. The effectiveness of any program of business training is directly dependent upon the extent to which the teacher and businessman cooperate in determining the needs for business training and then plan the program to meet those needs. In making this survey, and the investigation conducted all interviews personally. Since it was desirable to get the viewpoint of administrators, business education teachers, and businessmen, representatives of all three groups were contacted.

Introduction. Fifty interviews were made. These included the three local high school administrators, two senior high school business education teachers, and forty local businessmen. (See appendix for list of persons interviewed.) The businessmen represented thirty-two different types of business firms, and the majority the members of the Lakeland Chapter of Commerce or the Lakeland Junior Chamber of Commerce. All businessmen

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 be recognized in the same way as the other. It is the only
 responsibility. No effectiveness of action is possible
 training is directed toward the other. It is the only way
 the teacher and the student can work together. It is the only way
 needs for business training and the only way to meet those needs.

CHAPTER V

SURVEY RESULTS

During the month of August 1948, a survey was made within the City of Lakeland, Florida, in an effort to determine whether or not the high school commercial program was meeting the needs of the community. The interview method was employed in making this survey, and the investigator conducted all interviews personally. Since it was desirable to get the viewpoint of administrators, business education teachers, and businessmen, representatives of all three groups were contacted.

Introduction. Fifty interviews were made. These included the three local high school administrators, the seven high school business education teachers, and forty local businessmen. (See appendix for list of persons interviewed.) The businessmen represented thirty-two different types of business firms, and the majority are members of the Lakeland Chamber of Commerce or the Lakeland Junior Chamber of Commerce. All businessmen

During the course of the investigation, it was determined that the subject was not only a member of the Communist Party, but also a member of the National Student Reliance Fund, a group which was organized to provide financial aid to students who were members of the Communist Party. The subject was also found to be a member of the National Student Reliance Fund, a group which was organized to provide financial aid to students who were members of the Communist Party. The subject was also found to be a member of the National Student Reliance Fund, a group which was organized to provide financial aid to students who were members of the Communist Party.

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interviewed have or have had in their employ graduates of the high school business education department.

In making these interviews, the investigator was, without exception, courteously received by all individuals contacted. At no time during the month was he refused an audience with a businessman who was in his office, even though the businessman was frequently "snowed under" with important work to do. Except in a few rare instances, the businessmen devoted their full time and attention to the questions being asked and made no effort to hurry the interview along.

Evidently many of the businessmen had never before had an opportunity to discuss business education directly with the high school teacher, and they were eager to expound their personal theories on that subject and to relate personal experiences along that line. In fact, in many instances the interviewer found himself becoming the interviewed as the businessmen bombarded him with queries as to the current trends in business education and how the local high school business education department was adjusting the curriculum to follow those trends.

Before the interview ever was started, an interview sheet was constructed. This sheet was followed to a great extent. (See appendix for copy.) Questions were not confined to those on the sheet, however, and those who

interviewed have or have had in their employ graduates of the high school business education department.

In making these interviews, the investigator was, without exception, pleasantly received by all individuals contacted. At no time during the month was he refused an audience with a business man who was in his office, even though the businessman was frequently "swamped with" important work to do. Except in a few rare instances, the businessmen devoted their full time and attention to the questions being asked and made no effort to hurry the interview along.

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Before the interview ever was started, an interview sheet was constructed. This sheet was followed to a great extent. (See appendix for copy.) Questions were not confined to those on the sheet, however, and those who

were interviewed were encouraged to talk freely on matters of particular interest to them. The length of time consumed by the interview varied in length from 15 to 40 minutes. Time seemed to be a matter of little object with the men interviewed, possibly because the month of August represents in Central Florida the time of year when business operates on a rock-bottom basis. For those contemplating similar investigations, August is hereby recommended as the ideal month of the year in which to find businessmen in conversational moods.

Business education curriculum. Even though the Lakeland High School has offered business education in some form or another for several years, the first question put to test in the interviews involved whether or not the person interviewed thought that business education should be offered. The answer was unanimously affirmative among all three groups. When questioned as to just what type of business education should be emphasized, however, there was a broad difference of opinion. The administrators were earnest in their contention that it is not the objective of the high school to give the student specialized vocational training. Instead they were of the opinion that if given general business education he could learn what his abilities and capabilities are in that field of work

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and could turn his pursuits in that direction after graduation. Sharing this point of view were 52 per cent of the businessmen. Only 18 per cent of the businessmen advocated emphasis on vocational business education, while the reaction of the remaining 30 per cent was that both vocational and general should be offered and the student allowed to choose his preference. Also in favor of offering both types of training were the majority of the teachers interviewed.

The businessmen who favored general business education were of the opinion that the "youngsters" were too young to make a decision as to what they wanted to do after graduation, and vocational education would simply be a waste of time if the individual were to change his mind and enter another field. On the other hand, if he were given general business education, he would be sure to profit by it for two reasons: (1) If he does choose a career in business, the background will be very helpful to him. (2) If he does not choose business, the general business education necessary for life will be his. The simple conclusion drawn from this school of thought is this: General business education will fit more people.

The vocational training advocates said that the more specialized training we can give the student while in school, the better his chances for securing a good

and could turn his attention in that direction at a later date. Spending this kind of time would be a waste of his business. Only if he had a definite plan of action in mind should he spend time on vocational training. The question of the training of the individual is a very important one and general should be offered and the individual should choose his preference. Also in favor of the individual types of training were the majority of the business men viewed.

The businessmen who favored general education were of the opinion that the individual should be young to make a decision as to what they wanted to do after graduation, and vocational training for work might be a waste of time if the individual were to change his mind and enter another line. On the other hand, if he were given general business education, he would be able to profit by it for two reasons: (1) If he chose to enter a career in business, he would be better prepared to him. (2) If he does not choose business, he would be able to make a decision necessary for him to be able to make a simple conclusion from this school of thought is this: General business education will fit some people. The vocational training advocates said that the more specialized training we can give the student, the more in school, the better his chances for securing a good

position after graduation. They also mentioned that the majority of our graduates do not go to college but try to find jobs immediately after graduation. Unless there is some job they can do and do well, what advantage do they have over the individual who did not graduate from high school at all?

And what of those people who favored offering both the general and vocational business education programs? Outstanding in this group were the teachers. Of course under present conditions, the teachers realize that this dual program would be not only impractical but impossible as well. Teacher loads are already too heavy and our facilities would be grossly inadequate. But teachers are an optimistic lot, and they dream of the day when our vocational guidance program will enable a student to decide early in school "what he wants to be"; the day when teacher loads will be reduced to the point where the teacher can work individually with each of his students to help him reach his objectives; and the day when an adequate physical layout of equipment and supplies will be provided to meet the teacher's need. If such an extensive program cannot be carried out in high school in the present four years' time, then it will be necessary to add a fifth or even a sixth year.

[illegible]

But to return to the situation as it stands at present in Lakeland, the only answer seems to be to maintain an intensive program of general business education which will be worth while to all the students who are participating.

Course of study. Administrators, teachers, and businessmen were questioned on the advisability of teaching the following courses in grades of the high school level: typewriting, selling and advertising, secretarial, bookkeeping, and office machines. All those interviewed were of the opinion that typewriting and bookkeeping should be offered. Several people qualified their answers, however, by adding that they thought one year of each was sufficient. These subjects were cited for their general educational value and recognized as not only essential to the graduate entering the business world, but equally helpful to the student in college or the girl who simply becomes a housewife.

While the greater percentage of businessmen and teachers interviewed agreed that selling, secretarial training, and office machines should be a part of the high school course of study, the administrators pointed out that those courses for the most part should be offered only as the demand becomes sufficient on the

part of the students. At the present time, however, both selling and secretarial training are offered. Although they thought that learning to operate popular makes of office machines would be worth-while training for high school students, several businessmen commented that the cost of such a program would probably rouse the ire of the taxpayers. Since no equipment for such a course is available at this time, its inauguration within the near future seems doubtful.

Other courses other than those mentioned in the interview which were suggested as additions to the course of study were: business English, spelling, office courtesy, general business mathematics, human relations, and a transcription period to augment the teaching of shorthand.

Curriculum deficiencies and suggestions for improvement. All persons interviewed were asked their opinion as to where the high school was falling short in these four phases of education: general knowledge, specific training, adaptability, and dependability. Opinion in all three groups interviewed was almost perfectly divided among the four choices. This then is an indication that there should be plenty of room for improvement all down the line. Many of the businessmen expressed the opinion that the high school was doing a

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Constitutional Deliberations and Decisions

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thorough job throughout, but educators should continue to expend their energies in a concerted effort to make this attitude a universal one.

Special weaknesses of high school graduates as pointed out by all three groups include the following:

1. Weak in spelling.
2. Improper attitude toward work.
3. Need training in courtesy.
4. Uninformed on modern business methods.
5. Unable to coordinate subject matter.
6. Inability to work with others.
7. Need more practice in typewriting.
8. Need to meet higher standards in all subjects.
9. Inability to take things seriously.
10. Need greater familiarity with English language.
11. Unable to concentrate.
12. Lack of determination.
13. Need more vocational guidance.
14. Unwillingness to start at bottom.
15. Need more practical experience.

In making the survey, it was interesting to note that practically all persons were able to point out the weaknesses in the curriculum, but relatively few could formulate suggestions for improving the curriculum.

through for simplicity, but should not be taken too
 expand their energy in a similar manner. It is
 at least a universal one.

Special attention of high order will be

pointed out by the following group of factors:

1. Weak in planning.
2. Inadequate ability to expand work.
3. Lack of initiative in a group.
4. Uninterested on certain subjects or issues.
5. Unable to continue to expand at work.
6. Inability to work with others.
7. Weak team practice in planning.
8. Need to meet faster. The work is not done.
9. Inability to plan things properly.
10. Need greater flexibility in planning.
11. Unable to concentrate.
12. Lack of determination.
13. Need more individual initiative.
14. Inability to plan at all.
15. Need more practical experience.

In making the survey, it is important to note

that practically all points were able to plan and the

weaknesses in the organization, but relatively few could

formulate suggestions for improving the organization.

However the following improvements were suggested for consideration:

1. Emphasize importance of thoroughness.
2. Continually strive to get better-qualified teachers.
3. Stress honest dealing.
4. Expansion of the D. C. T. program.
5. Annual meeting of cross-section of administrators, teachers, and businessmen.
6. Encourage girls to take both typing and book-keeping to train for work in small businesses.
7. Teachers keep up with current methods.
8. Require typing and bookkeeping for all high school students.
9. More trips to stores and offices for students.
10. Set higher standards for passing and graduation.
11. Testing program to determine aptitudes.
12. Greater use of training films.
13. Invite successful businessmen to talk to classes.
14. Do better job of selling education to students.
15. Pay teachers higher salaries.
16. Formation of advisory committee composed of administrators, teachers, and businessmen.
17. Lengthen the school day.

These weaknesses and suggestions for improvement involve not only intellectual training but character training as well. This would indicate, therefore, that the

However the following considerations

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 18. Eighteenth consideration is the
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- These considerations are suggestions for further study
- involve not only intellectual training but also
- training as well. This would include, therefore, both

businessman is fully aware of the obligation of the school in developing the good citizen of tomorrow.

School-businessman relationships. One hundred per cent of the administrators and teachers interviewed and 88 per cent of the businessmen were of the opinion that the businessman does have a responsibility in the development of a worth-while business education program in the high school. Several businessmen pointed out, however, that the responsibility was a cooperative one rather than one of taking the lead in establishing school policies and constructing a curriculum.

The majority of all three groups thought curriculum deficiencies could best be remedied by administrators, teachers, and businessmen working together toward that end. It should be pointed out that, on the other hand, some 33 per cent of the businessmen thought that the curriculum should be left entirely in the hands of administrators and teachers. One man exclaimed, "Why include the businessman? He has enough to worry about already!" Even so, there was evidence on every hand that the businessman would be ready, willing, and able to assist the administrators and teachers in curriculum development at any time he was invited to do so.

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in developing the good citizen to come.

School-Business Relations.

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willing, and able to assist in the education of the
are in excellent development of any time in our history
to do so.

When asked to suggest procedures for improving high school-businessman relationships, the following replies were prevalent:

1. Encourage businessmen to visit the high school to talk with teachers and students.
2. Initiate an active follow-up program on graduates now employed by businessmen.
3. Annual employer-teacher meetings.
4. Expansion of the D. C. T. program to include more businessmen and more students.
5. Cooperation with local civic clubs on various community projects.
6. Field trips for students to local business offices and stores.
7. Foster an interest among businessmen in P. T. A.
8. Establishment of high school placement service.
9. Formation of an advisory committee composed of administrators, teachers, and businessmen.
10. Eliminate politics from school system, thereby creating more incentive for cooperation among the businessmen.

To the investigator, most of the suggestions appear to be sound and practical. With a little community co-operation the majority could easily be carried out to the mutual advantage of all parties concerned. Some of the plans are already in existence and have been used to some extent, but the remainder could be broadened to make business education in the Lakeland High School a community project.

When asked to suggest procedures for improving school-business relations, the following were proposed:

1. Encourage industrialists to visit schools to gain first-hand knowledge of the school situation.
2. Initiate an active exchange of information between the school and the business community.
3. Establish a school-business council to act as a liaison between the school and the business community.
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The investigator, most of the time, was not to be found and practical. When a little more operation the majority could easily be carried out. The mutual advantage of all parties concerned. Some of the plans are already in existence and have been used to some extent, but the remainder could be brought to the same level of education in the school with business cooperation.

High school placement service. The businessmen were asked whether they preferred to hire the superior, above average, average, or below average student, as measured by academic standards. Some 12 per cent expressed a preference for the superior student on the grounds that he could learn quicker, would require a shorter period of training, and would be more efficient. These men felt that there was an important relationship between the individual's intelligence and his ability to learn new things.

Thirty per cent favored the above average student because they thought he was more flexible and adapted himself more easily to the job. This group thought that the superior student was apt to neglect development of important personality traits which are more often existent in the above-average student. Another point mentioned frequently was that the superior student frequently would not stay on the job at the salary the businessman could afford to pay.

A majority of the men interviewed, 58 per cent, declared a preference for the average student with plain, ordinary "horse sense." These men felt that the average student is more practical and that frequently the student who excels in theory is a complete failure in the business

world. Their contention was that the person with average intelligence with a willingness to learn is much more adaptable to the job than the individual who starts work with a belief that he knows as much, if not more, than his employer already. Other qualities attributed to the average student were that he is more ambitious, more energetic, more appreciative, more obedient, and more socially and athletically inclined than those falling in the other categories.

Only 20 per cent of the businessmen interviewed had ever used the high school as a source of direct contact in securing new employees. The remaining 80 per cent had contacted the high school students directly regarding employment, either by means of applications or recommendations from outside parties. The majority expressed dissatisfaction with these methods and reported a high labor turnover, and 90 per cent agreed that they would be willing to patronize a high school placement bureau if such an activity were in existence.

Lakeland High School has never sponsored a placement service in the past, but steps toward establishment of this service will be underway on a small scale this school year. The teachers believe that job placement will be advantageous to students, businessmen, and the community as a whole.

Summary and conclusions. Changing trends in business demand that business education be geared to these changes in preparing students for life in the community. Carefully conducted surveys may serve as a basis upon which to make recommendations for curriculum changes in high school programs, thereby approaching an educational program that meets the needs of the community.

Summary: 100 COPY 10/10/68

Every individual has two main responsibilities: to himself and to the community. The first is to live a life of integrity and honesty. The second, in its broad aspect, is to provide for the welfare of the community.

Education in a democratic society should be based on the needs and circumstances of the individual. In planning a curriculum, the mission of business education should be to provide for the objectives. One should not be developed at the expense of the other. Good citizenship is the foundation of both.

Bates says¹ that the student should develop (1) the skills to earn a living, and (2) a life characterized by an intelligent interest in what is going on in the world at large so that he can assume responsibility for the improvement of the world.

In the past, not enough stress was placed on the specific, present-day needs of those who are being trained.

1. Gertrude A. Bates, "Improvement of Business Instruction through a Survey," Balance Sheet, (December 1946), pp. 146-147.

THE NEEDS OF THE COMMUNITY

The needs of the community are those which are common to all members of the community. They are the needs which are essential for the well-being of the community as a whole. The needs of the community are not the same as the needs of the individual. The needs of the individual are those which are essential for the well-being of the individual. The needs of the community are those which are essential for the well-being of the community as a whole. The needs of the community are not the same as the needs of the individual. The needs of the individual are those which are essential for the well-being of the individual. The needs of the community are those which are essential for the well-being of the community as a whole.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Every individual has two main objectives--to secure a living and to live a life. The function of education, in its broad aspect, is to promote these two objectives.

Emphasis on curriculum-making varies with the age and circumstances of the person. In planning a curriculum, the mission of business education should be to promote both the objectives. One should not be developed to the exclusion of the other. Good citizenship is the embodiment of both.

Bates says¹ that the student should develop (1) his skills to earn a living, and (2) a life characterized by an intelligent interest in what is going on in the world at large so that he can assume responsibility for the improvement of the world.

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an intelligent interest in what is going on in the world
skills to earn a living, and (2) a life characterized by
Baker says that the subject should develop (1) the

of both.

clusion of the other, good citizenship is the foundation
the objectives. One would be surprised to find that
the mission of business education would be to prepare men
and circumstances of the world. In planning a curriculum
Japanese on this subject gives the following

in the broad aspect, it is to train men who will be able
a living and to live a life. It is a matter of training

every individual has two main objects in view: to have

1. Detachment A. (Base), "Improvement of Highway and
Road Survey, Jalisco State, (December 1941)
pp. 144-145.

These needs may be met through a training program that is broad enough to include the objectives. A well-balanced business education program should meet the needs of the student personally and provide specialized vocational training.

The investigator is inclined to agree with Schacter¹ that a plea should be made both to school people and businessmen to strive to breach the chasm between them. Interestingly enough, that chasm is born of an inferiority complex on both sides. Many businessmen feel this inferiority because of the superior education and cultural background of the school people. Many school people feel this inferiority because of the financial success of the businessman. If that chasm were to be breached, and a better understanding reached between businessmen and school people, both sides would soon lose their inferiority complexes. Each side would be more willing to help the other. Both would gain, as people always do, from better understanding.

Businessmen, generally speaking, are rather shy on the subject and need to be wooed by school people; but the businessman will readily respond. The school people

1. H. W. Schacter, "Businessman Looks at the Schools," Kentucky School Journal, (February 1947), pp. 20-21.

will have to make the first advances. They are urged to do so; they will find it eminently rewarding.

The building of a better education is an all-community job. Much of the building will be done in the school. Much of the leadership will come from the school, but the school will be acting as an integral part of the larger whole--the educating community. The school will be more concerned with the outcomes of total education than with its own likes and prerogatives. It will expect and demand that the community assume its rightful place and perform its inescapable responsibility. The school within the community will employ effective techniques in building a curriculum, planning teaching procedures, and utilizing materials which will meet the challenge of the region. Nebulous talk about cooperative action will be succeeded by concrete ways and means of making cooperation actually work. Much is now known about those ways, and the techniques and skills which are needed can be developed. There is a growing body of evidence that the democratic way is the efficient way.

will have to wait the first education. They are not to be

not; they will find it extremely profitable.

"The building of a better society is a long process."

My job. Much of the building will be done in the schools.

Each of the leaders will have his own school, and the

school will be held in an open hall, and the

whole—the educational community, all schools, all

concerned with the growth of the educational community.

Its own lines and principles, its own life and growth.

That the community should be a living, growing, and

the educational responsibility, the responsibility of the

community will be a living, growing, and

educational, planning, growing, and

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Nations take their own responsibility, and the

by concrete ways and means of living, growing, and

work. Much is now known about these ways, and the

highness and skills which are needed can be developed.

There is a growing body of wisdom and the

way is the efficient way.

**RELATION OF
COMMUNITY BUSINESS NEEDS TO
HIGH SCHOOL COMMERCIAL PROGRAM**

REX TOOTHMAN

**Submitted in partial fulfillment
of the requirements for the degree
of Master of Arts
in the Graduate School of
Florida Southern College**

1948

RECEIVED
COMMUNITY DEVELOPMENT
DEPT. OF COMMUNITY DEVELOPMENT

RECEIVED

Submitted in partial fulfillment
of the requirements for the degree
of Master of Arts
in the Graduate School of
Florida Southern College

1948

LIST OF PERSONS SURVEYED

Administrators

<u>Name</u>	<u>Position</u>
1. Mr. Carl S. Cox	Supervising Principal
2. Mr. John Lovelace	Assistant Principal
3. Mr. T. J. Poppell	High School Principal

Business Education Teachers

<u>Name</u>	<u>Subjects Taught</u>
1. Mrs. Clarabel Phillips	Typing and Shorthand
2. Mrs. Etta Drennan	Business English
3. Mr. C. W. Echols	Junior Business Training
4. Mr. Kenneth Hartsaw	Business Arithmetic
5. Mrs. Esther Holder	Junior Business Training
6. Miss Lois Johnston	Typing
7. Mrs. Eula Lastinger	Bookkeeping and Office Practice

Businessmen

<u>Name</u>	<u>Type of Business</u>
1. Mr. R. P. Ammerman	Chain department store
2. Mr. J. H. Carter	Cafeteria
3. Mr. D. W. Castle	Independent grocery
4. Mr. W. F. Cook	Telephone company
5. Mr. J. W. Cordell	Banker
6. Mr. L. R. Crews	Electrical appliance
7. Mr. Darrell Damon	Chain department store
8. Mr. C. G. Detwiler	Insurance
9. Mr. Vernon Edgar	Auto storage
10. Mr. Melvin Estroff	Women's clothing store
11. Mr. George L. Gaines	Jewelry store
12. Mrs. Louise Graves	Women's clothing store
13. Mr. Paul Hale	Banker
14. Mr. W. M. Hollis	Chain grocery
15. Mr. Gordon Justus	Tires and auto parts
16. Mr. Norman Kent	Music store
17. Mr. Donald G. Knox	Insurance branch office
18. Mr. B. G. Langston	Lawyer
19. Mr. Whitney Lindsey	Theater
20. Mr. Kirk McKay	Furniture store

LIST OF THE BOARD OF DIRECTORS

MEMBERS

Name	
1. Mr. Carl A. Cox	Chairman
2. Mr. John Hovey	President
3. Mr. J. A. Russell	Vice President

MEMBERS OF THE BOARD OF DIRECTORS

Name	
1. Mr. Charles Smith	Chairman
2. Mr. John Hovey	President
3. Mr. J. A. Russell	Vice President
4. Mr. William Hovey	Secretary
5. Mr. John Hovey	Treasurer
6. Miss John Hovey	Member
7. Mrs. John Hovey	Member

MEMBERS OF THE BOARD OF DIRECTORS

Name	
1. Mr. J. A. Russell	Chairman
2. Mr. John Hovey	President
3. Mr. J. A. Russell	Vice President
4. Mr. J. A. Russell	Secretary
5. Mr. J. A. Russell	Treasurer
6. Mr. J. A. Russell	Member
7. Mr. J. A. Russell	Member
8. Mr. J. A. Russell	Member
9. Mr. J. A. Russell	Member
10. Mr. J. A. Russell	Member
11. Mr. J. A. Russell	Member
12. Mr. J. A. Russell	Member
13. Mr. J. A. Russell	Member
14. Mr. J. A. Russell	Member
15. Mr. J. A. Russell	Member
16. Mr. J. A. Russell	Member
17. Mr. J. A. Russell	Member
18. Mr. J. A. Russell	Member
19. Mr. J. A. Russell	Member
20. Mr. J. A. Russell	Member

21. Mr. Snow Martin	Lawyer
22. Mr. C. C. Miller	Unemployment office
23. Mr. Joseph Miller	Men's clothing store
24. Mr. P. G. Mitchell	Insurance
25. Mr. Earl Morris	Men's clothing store
26. Mr. Tom Morrison	Lumber company
27. Mr. Frank Myers	Office equipment
28. Mr. W. S. Myrick, Jr.	Men's clothing store
29. Mr. C. W. Palmore	Packing house
30. Mr. Roy Peters	Bakery
31. Mrs. C. F. Redding	Theater
32. Mr. D. W. Redmond	Garage
33. Mr. W. D. Shilling	Newspaper
34. Mr. J. H. Storm	Drug store
35. Mr. Lanier Upshaw	Insurance
36. Miss E. Wallace	5 and 10 cent store
37. Mr. Emory E. Walker	Civil service board
38. Mr. J. E. Ward	Drug store
39. Mr. S. O. Ward	Radio station
40. Mr. Edward Wilson	Ice cream

General knowledge

Did you attend Department
of Education?
No, I did not.

Do you have any children?
No, I do not.

Do you have any children?
No, I do not.

Business
I have no business.

Do you have any children?
No, I do not.

Do you have any children?
No, I do not.

Do you have any children?
No, I do not.

Do you have any children?
No, I do not.

- | | |
|-----|----------------------|
| 40. | Mr. Edward Wilson |
| 39. | Mr. J. J. Ward |
| 38. | Mr. J. J. Ward |
| 37. | Mr. George W. Walker |
| 36. | Miss J. Walker |
| 35. | Mr. Walter L. Ward |
| 34. | Mr. J. H. Ward |
| 33. | Mr. W. D. Walker |
| 32. | Mr. D. W. Walker |
| 31. | Mr. J. J. Walker |
| 30. | Mr. J. J. Walker |
| 29. | Mr. J. J. Walker |
| 28. | Mr. J. J. Walker |
| 27. | Mr. J. J. Walker |
| 26. | Mr. J. J. Walker |
| 25. | Mr. J. J. Walker |
| 24. | Mr. J. J. Walker |
| 23. | Mr. J. J. Walker |
| 22. | Mr. J. J. Walker |
| 21. | Mr. J. J. Walker |
| 20. | Mr. J. J. Walker |

Type of Business	Date of Interview

1. Do you believe that business education should be offered in the high school?
Yes _____ No _____
2. In the high school business education program, do you think emphasis should be placed on vocational business education or general education?
Vocational _____ General _____ Both _____
3. In which of the following fields do you think the high school should offer training of a vocational nature?
Typewriting _____ Bookkeeping _____
Selling and advertising _____ Office machines _____
Secretarial _____ Others _____
4. As measured by academic standards, which type of student do you prefer?
The superior _____ The average _____
The above average _____ The below average _____
Why? _____
5. According to your experience, in what ways are the commercial department graduates of the high school lacking in business preparation?
General knowledge _____ Adaptability _____
Specific training _____ Dependability _____
Other ways _____
6. Do you think the businessman has a responsibility in the development of the high school commercial program?
Yes _____ No _____
Who do you think is to blame for deficiencies in the high school commercial curriculum as it now stands?
Administrators _____ Businessmen _____
Teachers _____ All three groups _____
7. What suggestions can you offer for improving high school business education program?

8. What procedures could you suggest for improving high school-businessman relationships?

9. Do you use the high school as a source to contact in securing new employees?
Yes _____ No _____
10. Would you be willing to consider high school graduates and students if the high school had a placement bureau?
Yes _____ No _____



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